

DOCUMENT RESUME

ED 353 616

CS 508 038

AUTHOR Schmidt, Wallace V.; And Others
TITLE Teaching the College Course Series: Directing Independent Studies and Internships in Communication.
PUB DATE Oct 92
NOTE 91p.; Short course presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Curriculum; College Students; Higher Education; *Internship Programs; *Interpersonal Communication; Minicourses; *Organizational Communication; Professional Education; *Program Design; Program Implementation; Rhetoric
IDENTIFIERS Small Group Communication

ABSTRACT

Noting that there have been few papers or workshops which focus on designing/supervising independent study projects or internship programs, this short course explores the potential variety of independent study projects available in interpersonal and small group communication, rhetoric and communication theory, and organizational communication. The short course examines internships in terms of undergraduate, graduate, and honors programs available in the broad spectrum of communication studies. The course gives specific attention to developing learning objectives, utilizing diverse research methods, designing evaluation procedures, dealing with specific instructional problems, and coordinating such programs. Numerous evaluation forms, survey instruments, syllabi, press releases, and a 155-item selected bibliography are attached. (RS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED353616

TEACHING THE COLLEGE COURSE SERIES: DIRECTING INDEPENDENT STUDIES AND INTERNSHIPS IN COMMUNICATION

Wallace V. Schmidt
Rollins College

Greg H. Gardner
Rollins College

James B. Benjamin
University of Toledo

Roger N. Conaway
University of Texas at Tyler

William A. Haskins
McKendree College

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Wallace V. Schmidt

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

□ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.

A Short Course presented at the Speech Communication Association
Convention, Chicago, IL, 1992

CS508038

**Teaching the College Course Series:
Directing Independent Studies and Internships in Communication**

Wallace V. Schmidt (Rollins College), Greg H. Gardner (Rollins College), James Benjamin (University of Toledo), Roger Conway (University of Texas-Tyler), and William Haskins (McKendree College)

Independent studies and internship programs have become an established part of college/university curricula as well as junior college/community college programs. However, there have been few papers or workshops which focus on designing/supervising independent study projects or internship programs. This short course will explore the potential variety of independent study projects available in interpersonal and small group communication, rhetoric and communication theory, and organizational communication. Internships will be examined in terms of undergraduate, graduate, and honors programs available in the broad spectrum of communication studies. Specific attention will be given to developing learning objectives, utilizing diverse research methods, designing evaluation procedures, dealing with specific instructional problems, and coordinating such programs. Independent study projects and internships are considered by the director and staff to be important "learning windows" which can contribute toward establishing a vital partnership between academia and the larger community.

SHORT COURSE OBJECTIVES

- 1) To establish a positive, constructive outlook toward independent studies and internships. Participants will learn that they: (a) should make more use of such programs, (b) should use such programs more effectively, and (c) should use a variety of approaches appropriate to student needs and context.
- 2) To examine techniques, strategies and approaches which can elicit the maximum amount of student growth.
- 3) To focus on methods, models and processes as well as the practical concerns of supervising and coordinating such programs. Discuss the literature, describe available published sources, and present a variety of approaches suitable to the field of communication.
- 4) To identify potential problems encountered and provide practical tips and suggestions regarding independent study projects and internship programs.
- 5) To make available selected resources and bibliographies.

INSTRUCTIONAL APPROACH

This short course will combine lecture/discussion with project/program analysis. The director and staff will present the material in a lively fashion pulling from their personal experiences and those of the participants. Pedagogical approaches, research methods, diagnostic tools, and potential intern sites will be explored in an involved, participant oriented setting. Video interviews with students and organizational sponsors will be incorporated into the presentation of materials. Handouts and bibliographies will be provided.

SHORT COURSE DIRECTORS

WALLACE V. SCHMIDT, Associate Professor of Organizational Communication at Rollins College, Winter Park, FL 32789. M.A. University of Nebraska, 1972; Ph.D. New York University, 1979. Teaching/Research Interests: organizational communication, communication theory, and rhetorical criticism. Publications include *The Public Forum: A Transactional Approach to Public Communication*, Alfred, 1979, *Business and Professional Communication: Managing Information in a Technological Society* with Greg Gardner in progress and articles in *Southern Speech Communication Journal*, *The Small Business Review*, *Training*, *Proceedings of the Association for Business Communication*, *Proceedings of the National Conference on Non-traditional and Interdisciplinary Programs*, *Proceedings of the Management Association*, *Texas Speech Communication Journal*, and *ERIC/RCS*. Professional papers have been presented at the Speech Communication Association, Academy of International Business, Association for Business Communication, Association of Management, Eastern Speech Communication Association, Southern Speech Communication Association, Western Speech Communication Association, New York State Speech Communication Association, Texas Speech Communication Association, and Florida Communication Association. Workshops and seminars have been conducted for business in quality leadership, creative problem solving, negotiation, listening, conflict resolution, interviewing, presentational power, and corporate cultures and diversity.

GREG H. GARDNER, Chair and Professor of Organizational Communication at Rollins College, Winter Park, FL 32789. M.A. Bowling Green State University, 1969; Ph.D. Bowling Green State University, 1972. Teaching/Research Interests: interpersonal communication, legal communication, rhetoric and public address. Publications include *Public Speaking: Becoming One With Your Audience - A Modern Rhetoric With A Classical Base* pending release, *An Annotated Bibliography on Consumer Product Safety*, University of Nebraska Press, 1976, *The Role of the Affirmative in Academic Debate*, University of Nebraska Press, 1978, and articles in *Trial Diplomacy Journal*, *Proceedings of National Issues in Higher Education*, and *Proceedings of the National Conference on Non-traditional and Interdisciplinary Programs*. Professional papers have been presented at the Speech Communication Association, Southern Speech Communication Association, Continuing Education Association, Pi Kappa Delta National convention, American Society for Training and Development conference, North Dakota Communication Association, and Arizona Speech Communication Association. Workshops and seminars have been conducted for business in interpersonal communication, presentational power, and effective listening. Partner with Consultant Communication for Professionals.

JAMES B. BENJAMIN, Professor of Communication at the University of Toledo, Toledo, OH 43606. M.A. Pennsylvania State University, 1972; Ph.D. Pennsylvania State University, 1975. Teaching/Research Interests: rhetorical theory and criticism, and public address. Publications include *Business and Professional Communication: Concepts and Practices* with Raymie McKerrow scheduled for release, *Communication: Concepts and Contexts* Harper and Row, 1986, *Communication Guidebook*, Bellwether Press, 1985 and articles in *Philosophy and Rhetoric*, *Presidential Studies Quarterly*, *Communication*, *Southern Speech Communication Journal*, *Communication Quarterly*, *ACA Bulletin*, *Speech Education*, and the *Texas Speech Communication Journal*. Professional papers have been presented at the International Pragmatics Association, International Society for the History of Rhetoric Society, Communication Association of the Pacific, Speech Communication Association, Rhetoric Society of America, Eastern Communication Association, Southern Speech Communication Association, Texas Speech

Communication Association, and the Communication Association of Ohio. Workshops and seminars have been conducted for a wide range of groups and over two dozen invited talks and lectures have been presented.

ROGER N. CONAWAY, Assistant Professor of Communication at the University of Texas at Tyler, Tyler, TX 75701. M.A. Stephen F. Austin State University, 1975; Ph.D. Bowling Green State University, 1978. Teaching/Research Interests: business communication, organizational and applied communication, and listening. Articles have been published in the *Proceedings of the Association for Business Communication-SW*, and the *Proceedings of the Association for Business Communication-SE*. Professional papers have been presented at the Association of Management, Speech Communication Association, Association for Business Communication-SW, Association for Business Communication-SE, Southern Speech Communication Association, and the Speech and Theatre Association of Missouri. Workshops and seminars have been conducted for business in nonverbal communication, interviewing, and listening.

WILLIAM A. HASKINS, Professor of Speech Communication at McKendree College, Lebanon, IL 55987. M.A. Colorado State University, 1971; Ph.D. University of Oregon, 1977. Teaching/Research Interests: organizational communication, argumentation and persuasion, legal communication, and freedom of speech. Publications include *Successful Public Speaking: A Practical Guide*, Scott, Foresman, 1987 and articles in *Communication Education*, *Communication Quarterly*, *Communication and the Law*, *Trial Diplomacy Journal*, *Audio-Lawyer*, *Litigation*, *Free Speech Yearbook 1984*, and the *Journal of the Wisconsin Communication Association*. Professional papers have been presented at the Speech Communication Association, Southern Speech Communication Association, Central States Speech Communication Association, Peer Assistance Network in Experimental Learning, and the Wisconsin Communication Association. Workshops and seminars have been conducted for business organizations and presentations delivered to a variety of community groups.

TRADITIONAL COMMUNICATION INTERNSHIPS

In keeping with the internship procedures established in business, public administration, political science, journalism, and broadcasting, the speech communication discipline has also developed programs to provide its majors with practicum opportunities for which academic credit is given. These organization communication internships can serve several functions. First, they can integrate theory and research. Second, they can give students practical experience before graduation, allowing them to explore communication job related opportunities and establish valuable contacts for future job placement. Finally, they can provide new opportunities for university-community relations.

Developing Internships

Establishing a pool of agencies where interns can be placed is an important first step in creating a successful internship program. This requires surveying businesses, industries, public utilities, government agencies, social service facilities, churches, and volunteer organizations. The private and public sectors of the immediate community and surrounding area represent the resources for internship development. The created file of available agencies should be continually updated and revised.

When meeting with potential agencies, the issues and policies discussed should include: (1) the kinds of work experience which would be acceptable and unacceptable, (2) the length of the internship which could range from 90 to 120 work hours, (3) the appointment of a field supervisor to work with the faculty supervisor, (4) the responsibilities of the field supervisor in evaluating the intern's performance, and (5) the policy that the intern would not receive pay.

Guidelines and Operations of Internships

Specific guidelines and the operationalization of communication internships may vary but typically they consist of:

1. The communication internship program is administered by an internship committee composed of qualified faculty with the director of the internship program chairing the committee.
2. The internship is a privileged program (carrying three semester hours credit) extended to qualified students. To qualify, a student must be a speech communication major and have satisfactorily completed a substantial amount of his/her coursework.
3. To apply for an internship, the student and prospective intern must submit a request. If the student's review is positive, a field site is contacted, a field supervisor is determined, and a faculty supervisor is appointed.
4. The faculty supervisor meets with the student to discuss the nature of the internship for which he/she has been recommended. The student is made aware of the evaluation procedures to be used throughout the internship.
5. Following the meeting with the faculty supervisor, the student makes arrangements for an interview with the field supervisor at the field site. The purpose of

this interview is: (a) to give the field supervisor an opportunity to meet with the student and determine if he/she would be a suitable intern, and (b) to give the student an opportunity to learn about the intern position and become familiar with the field site. Both parties must be in agreement before the internship is operationalized.

6. If the field supervisor and student are pleased, a meeting among the student intern, faculty supervisor, and field supervisor is mutually arranged to discuss the details of the internship. The learning objectives and activities of the internship are outlined and agreed to by all parties.
7. Following the joint meeting with the field supervisor, the faculty supervisor and student intern meet to discuss the "Work Log" and schedule weekly meetings. The "Work Log" notes the number of hours worked daily/weekly and the kind of work performed. The field supervisor certifies the accuracy of the log by initially it at the end of each week.
8. The faculty supervisor will contact the field supervisor at least three times during the internship to check on the student intern's progress. It is preferable that these contacts be made at the field site permitting the faculty supervisor to see the student intern performing work assignments. It also assists assessing the field site and in developing rapport with the field supervisor.
9. The faculty supervisor and field supervisor formally evaluate the student intern mid-way through the internship and at the conclusion of the internship.
10. At the conclusion of the internship, the faculty supervisor makes certain the student intern's file is complete and assigns a course grade or awards credit/no credit.

There are two key ingredients necessary to insure a good internship program. First, participating in an internship must be viewed as a privilege, not a right. Second, an effective internship program requires close communication between/among the faculty supervisor, student intern, and field supervisor. Misunderstandings and unmet expectations are largely a function of communication breakdowns.

COMMUNITY ASSISTANTSHIPS IN COMMUNICATION

Community assistantships in communication are similar to internships except designed for graduate students. The development as well as the guidelines and operations of such programs parallels that of communication internships. The major policy difference is that those participating in community assistantships will be paid a regular salary. Their extended educational training and experience warrant this policy change. The value/benefits of community assistantships are identical to communication internships with the exception that these are graduate students.

Internships in Communication

The decade of the 80's brings an abundance of problems and challenges for academic institutions throughout the United States. Projected enrollment declines of 15%-20% signal the tightening of an already tight financial budget and the curtailment of new academic subjects in many institutions. In light of these problems, academic departments, especially those in communication, will undoubtedly explore numerous programs for coping. One potential program gaining acceptance in many communication departments is the internship program. It has become popular primarily because of its relatively modest maintenance budget and direct link to the business community that allows students the important opportunity for gaining "on-the-job" experience. The purpose of this paper, then, is to outline the development of an internship program in communication. The outline is based upon the internship program presently existing at Marquette University.

General Objectives and Range of the Program

The internship program allows qualified students in communication to gain practical experience in various organizational settings. Students observe, evaluate, and apply their skills to the communicative tasks and demands of the organization.

The range of student participation in the organization may include:

1. interaction with organizational officials in developing communication strategies and policies;
2. aiding in the planning and production of internal and external surveys and programs;
3. helping to develop and implement communication training programs; and
4. preparing statements based upon communication audits for improving communication in the organization.

Suggested Guidelines for Internships in Communication

Marquette students who enroll in the internship program are expected to commit themselves to the program for the entire semester in which they are enrolled in order that the student and the host organization have an uninterrupted association. Selection and supervision of students are governed by the following guidelines:

1. Internships in Interpersonal Communication are available to both majors and minors with majors receiving first consideration.
2. Students applying for internships are to be of junior or senior standing.
3. Students applying for internships must have completed Speech 12 (Public Speaking), Interpersonal Communication 010 (Intro. to Speech Communication), 052 (Discussion), 053 (Argumentation and Debate), and, at minimum, 3 upper division credits in Interpersonal Communication. Students are encouraged to have completed Interpersonal Communication 132 (Organizational Communication) or to be enrolled in it during the semester of their internship. Waivers of any of the prerequisites must receive written verification from the Director of the internship program.
4. Students may earn no more than six credits for internship work.
5. Students applying for internships must complete appropriate forms which can be obtained from the Internship Director. All forms are to be returned to the Director.
6. Interns are evaluated by assigned InCo faculty members and by host organization representatives. A grade of S (satisfactory) or U (unsatisfactory) is given to the student at the end of the semester by the faculty advisor.
7. A job title is affixed to the internship title on internship forms(e.g., Internship: Public Relations; Internship: Public Information Assistant). Students wishing to receive 6 credits over 2 semesters will be assigned different responsibilities and job titles during their second semester.

Establishing Contacts With Organizations

Generally, the best method I've used for establishing contacts is by simply calling the organization directly. Over 95% of my calls have in the past two years lead successfully to the placement of an intern. During the conversation, I quickly inform the prospective organizational representative as to the nature, goals, and guidelines of our program. I further explain the process for evaluating the intern (see Evaluation of Intern), and point out that interns receive no payment but instead earn academic credit for their efforts. If the client seems interested, a meeting is then set up between him or her and the Intern Director. The meeting helps both parties understand better the goals and functions of the program as well as those of the organization. Often a firm commitment to place an intern is given by the representative during this meeting.

Other methods involve: a) contacting alumni in organizations, b) seeking connections through contacts established by university faculty and administrators, and c) having students seek out organizations they would enjoy interning for.

Thus, from these contacts, interns have been placed in organizations, such as First Wisconsin, M&I Bank, March of Dimes, Wisconsin Electric, Department of Natural Resources, Performing Arts Center, and Marquette Public Relations.

Evaluation of Interns

The intern works approximately six to eight hours per week in an organization. During this time, he or she is assigned by the organization to complete specific projects such as customer surveys, communication rules audits, interviews, newsletters and articles, communications training

programs, etc. The projects are designed to benefit both the intern and organization. Interns, therefore, are given the opportunity to apply the theories learned in communication classes to tasks believed beneficial to the daily function of an organization.

The student's work in the program is evaluated by a designated organizational representative and a professor from the communication department. The evaluations focus upon the student's attitudes toward completing his or her projects, command of communication theories and ability to apply such theories to specific tasks. Students are also asked to make weekly entries in a communication journal. The entries must isolate a specific communication variable(s); examine the positive or negative effects it has upon communication; and recommend methods for improving communication in the organization. The journal is evaluated by the faculty advisor.

Faculty advisors maintain periodic contact with the organizational representative so as both can share perceptions, evaluations, and recommendations for improving the intern's work in particular and the intern program in general. Consequently, the evaluation process sharpens the student's knowledge of communication, and allows for wiser planning of the student's program.

Future of the Internship Programs

After being involved in an internship program for over 2 years, I can see only increasing demand for such programs. Internships will help students gain the necessary "job experience" often required by most businesses. More importantly, internships afford students the opportunity to integrate the "academic experience" with "on-the-job" experience. This can only

help students understand better the meaning of particular communication theories, the nature and application of research, and, perhaps most importantly, the need for greater sensitivity and awareness in dealing with people.

End Notes

1. Range of objectives built upon those suggested in Richard V. Farrace, Peter R. Monge and Hamish M. Russell, Communicating and Organizing (Reading, Mass.: Addison-Wesley, 1977), p. 249.
2. Guidelines were formulated by Dr. William A. Haskins and Mr. Steve Spear.

STATEMENT OF PHILOSOPHY

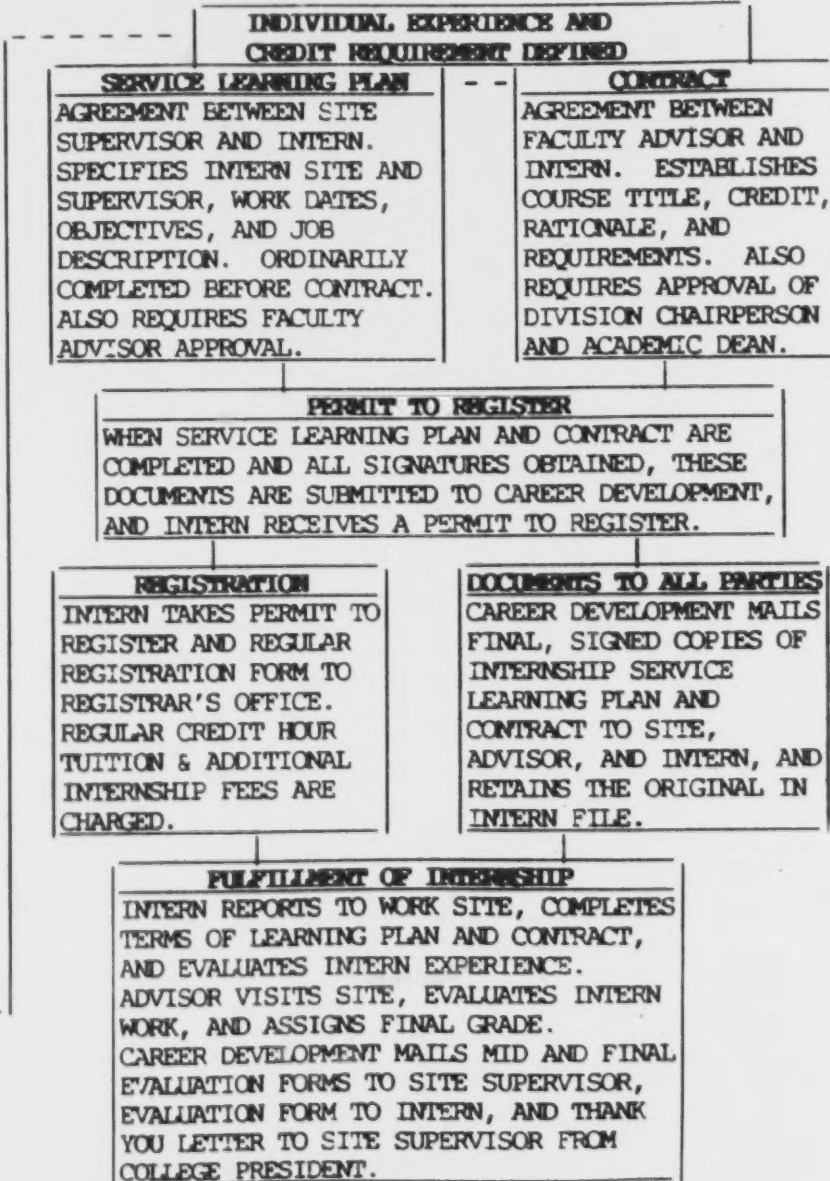
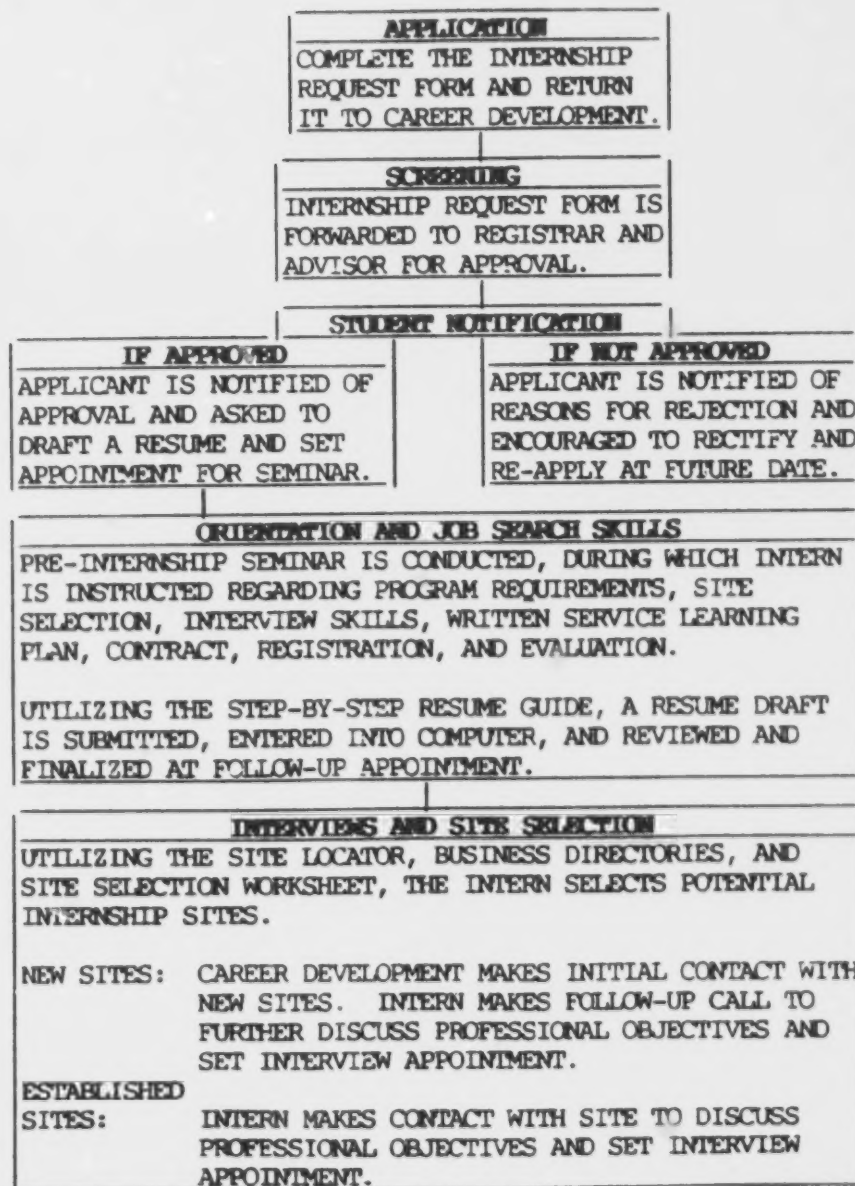
Internships are designed to give students the opportunity to integrate their "academic experience" with "on the job experience." Additionally, internships are designed to help students make the necessary transition from their role as students to their role as professionals.

LEARNING OBJECTIVES

The following general learning objectives for an intern are advanced:

1. The student will learn how to apply for an internship;
2. The student will learn how to assess his or her career needs for determining which internship best meets these needs;
3. The student will learn how to draft a cover letter and a resume when applying to an internship site;
4. The student will learn appropriate interviewing skills when applying for an internship position;
5. The student will learn specific job skills (e.g., design and layout, designing p.r. ads, conducting a briefing session);
6. The student, with the cooperation of the internship supervisor and college intern advisor, will learn how to assess the quality of his or her work as an intern.
7. The student will keep a weekly journal which outlines and analyzes specific communication activities occurring in the organization and
8. The student will assess his or her internship experience and training received.

MCKENDREE COLLEGE - CAREER DEVELOPMENT OFFICE
STEPS FOR SUCCESSFUL PARTICIPATION IN THE INTERNSHIP PROGRAM



Internships

Policies

1. Internships shall be limited to those students with senior status who have completed at least 15 hours of the major requirements with a GPA consistent with departmental requirements for graduation.
2. Students may register for three to eight hours credit for an internship in their major area(s). For each hour of credit, the student will work three hours a week for the 15 weeks of the semester, for a total of 45 hours for each credit. Credits earned during a summer term/session must reflect the hours available for work.
3. In addition to the time spent at the internship site, the student must complete the requirements specified by the internship site. The student must complete the requirements specified by the internship advisor, including a final oral or written report, prior to the assignment of a grade for the internship.

Procedures

1. To initiate the internship process, the student normally will first contact his/her advisor, division chairperson or prospective faculty mentor who might act as an internship advisor. This conference is arranged to discuss possible internships and processes.
2. The student will then contact the Internships and Placement Office to (a) file an internship request form and (b) discuss the type of learning experience desired.
3. The Office of Internships and Placement will (a) contact the faculty advisor and internship advisor to verify approvals for the proposed internship experience, (b) contact prospective internship sites to obtain agreement for the acceptance of an intern, (c) select an appropriate site to meet the needs of the intern, and (d) consult with the intern and the internship advisor to confirm arrangements for the internship experience.
4. The student in conjunction with the internship advisor will complete an internship agreement form outlining the objectives for the internship experience and the assignments to be completed before credit is granted. This agreement is to be signed by the student, the internship advisor, the division chairperson and the Vice President for Academic Affairs and Dean of the College.

5. The internship site supervisor and the intern will complete a service-learning agreement outlining the terms and duties of the internship experience. This agreement is to be signed by the student, the internship advisor, the internship site supervisor, the Director of Internships and Placement, and finally, the Vice President for Academic Affairs and Dean of the College.
6. When all of the agreements have been completed, the Director of Internships and Placement will provide the student with a permit to be presented to the Registrar's Office as authorization for registration.

Monitoring and Evaluation

1. The student and the internship advisor will agree upon a schedule of conferences to discuss the learning experience, in progress.
2. The student must complete reports as directed by the internship advisor.
3. Personnel from the Internship Office, and/or the internship advisor, will normally make two on-site visits, at least one of which will be by the internship advisor, during the period of the project.
4. The site supervisor completes a form to assist the internship advisor in making a mid- and end-of-term evaluation. The final grade will be assigned by the internship advisor.
5. The student will be given the opportunity to evaluate the internship experience.

Exceptions

Any requests for exceptions to these policies may be presented to the Vice President for Academic Affairs and Dean of the College, with written rationale.

LOOK AROUND AND COMPARE INTERNSHIPS

Don't settle for the first internship that comes to your attention. Look into a number which may be suitable. The Office of Career Developmentf will assist you in arranging internships. Many books cite thousands, such as Internships (Writer's Digest) and Internship Directory (National Society for Internships and Experimental Education). These are available in the Career Development Office.

CAN YOU HAVE AN INDIVIDUALLY DESIGNED INTERNSHIP?

If you don't find an existing program that fits your career needs and your financial situation, The Career Development Office will assist you in creating an internship through direct contact with employers. Your special interest in their organization may help generate a program designed especially for you.

CONSIDER A PART-TIME INTERNSHIPS

If you can't interrupt your education for a full term internship, you may be able to participate during a break in the school year, during the summer, or part-time while in school.

CAN YOU ARRANGE COLLEGE CREDIT FOR YOUR INTERNSHIP?

A three to eight credit hour contract designed by student, advisor, employer and Director of Career Development is available.

College Seniors with at least 15 credit hyours in the major, a GPA consistent with departmental requirements for graduation, and approval of faculty advisor. In addition, Faculty Advisors will require individually designed requirements that relate to your major. They may require that you write a paper summing up your experience and what you learned.

WHEN SHOULD YOU BEGIN YOUR SEARCH FOR AN INTERNSHIP?

Internships are available now. If you are interested, please contact the Career Development Office. Persons planning internships are encouraged to begin at least one semester prior to the semester in which they plan to intern.

INTERNSHIP REQUEST FORM

Name _____ Date _____

Social Security Number _____ Phone(____) _____

Current Address _____

City _____ State _____ Zip _____

Major _____ Internship Advisor _____

Semester/year in which you wish internship _____

Number of credit hours desired for internship (min. 3, max. 8) _____

What kind of work do you wish to do ? (i.e., research, sales, etc.)

In what kind of business/agency would you like to work ? (i.e., CPA firm, bank, mental health agency, advertising agency, etc.)

Geographical area _____

Would you take a non-paying internship? _____

TO BE COMPLETED BY REGISTRAR:

Hours in major: _____

Total hours: _____

Cumulative major GPA: _____

Total GPA: _____

Today's date: _____

Comments: _____

7

TO BE COMPLETED BY INTERNSHIP ADVISOR:

1. In my opinion, this student has completed the appropriate coursework to prepare for the internship experience requested. _____ YES _____ NO
2. The requested experience would enhance this student's personal, academic, and professional growth. _____ YES _____ NO
3. If you answered "NO" to either question, please suggest additional courses or other preparation which you recommend for the student before registering for an internship.

4. Additional comments: _____

5. I _____ do _____ do not recommend _____
(student name)
for an internship at this time.

(Signature) (Date) (Division)

McKENDREE COLLEGE INTERNSHIP PROGRAM

PERMIT TO REGISTER

THIS PERMIT EXPIRES: _____
TIME/DATE

YOU MUST REGISTER BEFORE 5PM ON THE ABOVE DATE.

STUDENT'S NAME _____ SS# _____

(Dept.) (No.) (Title) (Credit)

under the supervision of _____.

This internship is being registered for:

TERM/SESSION YEAR

IN ORDER TO REGISTER FOR THIS INTERNSHIP, THIS FORM MUST BE SUBMITTED AT THE
TIME OF REGISTRATION.

To be applied on _____major _____minor _____other requirements.

To be graded _____letter grade _____pass/fail.

Director of Career Development Date

**McKENDREE COLLEGE
INTERNSHIP CONTRACT**

TO THE STUDENT . . .

Attached is the copy of the internship contract. THE INTERNSHIP CONTRACT SHOULD BE NEATLY TYPED OR HAND PRINTED AND FREE OF ERRORS. Obtain all four signatures on the white copy before submitting to the Career Development Office.

INSTRUCTIONS FOR COMPLETING THE INTERNSHIP CONTRACT:

- ITEM 6. This should read field of study code letters and #470 in addition to full course title (such as, ACC 470 Internship in Accounting).
- ITEM 7. Indicate semester and year in which internship will be completed.
- ITEM 8. Name of faculty member who will serve as internship advisor.
- ITEM 9. Total college credit hours accumulated at the present time.
- ITEM 12. Number of credit hours desired in internship - minimum three (3), maximum eight (8).
- ITEM 13. This number must be the equivalent of 45 hours for every 1 credit. Example, a 6-credit internship would require 270 hours at the internship site.
- ITEM 16. Answers to this question should be concise and should relate as nearly as possible to career goals. Examples of appropriate responses from several career areas follow:
- "I would like to get into the administrative area of the judicial system. This internship will help me to understand the works of this system from the time of arrest all the way through until trial."
- "Since my intent is to enter the ministry, working within a large church with many forms of ministry will add to my background and experience in this field."
- "I expect this internship to provide valuable on-the-job knowledge and experience in the management functions of planning, organizing, and controlling business activities. Further, learning about actual manufacturing processes and related problems will be consistent with my future career objective of becoming an executive in a large firm."
- ITEM 17. This item should relate specific learning goals anticipated as a result of information obtained in interview. Examples of appropriate objectives from several career areas follow:
- To practice communicating with customers, salesmen, and other employees in a business-like manner.
 - To learn the basic principles, techniques, and procedural aspects of correctional casework.

- To gain understanding of the tactics and procedures of group and individual counseling.
- To become familiar with the role of the counselor in the preparation of the technical reports involved in resident transfer and paroles.
- To learn to prepare payroll and sales tax returns.
- To gain experience in field work of audit engagements.
- To gain experience in preparation of income taxes.

ITEM 18. List the specific work activities and responsibilities you expect to participate in at the internship site.

ITEM 19. Items included in this section would be the specific academic activities required by the faculty internship advisor. Typically, these would include a daily log of experiences, schedule of meetings with the advisor, a mid-term and final report, and a bibliography of readings. Stating frequency and circumstances of student contacts/conferences is also recommended.

**MCKENDREE COLLEGE
SERVICE LEARNING PLAN**

It is agreed that _____ will participate in
(student's name)
an internship program with _____ under the
(name of company)
supervision of _____. It is further agreed
(name of supervisor)

that the internship will begin on _____ and continue until
_____ for a total of _____ working hours.

The learning objectives identified by the above-named student for the
internship are:

Work opportunities identified by the above-named company to facilitate the
attainment of the objectives are:

Is student being paid during internship? ☐ YES ☐ NO RATE _____

_____ (Student's Signature)	_____ (Phone)	_____ (Date)
_____ (Employer's Signature)	_____ (Phone)	_____ (Date)
_____ (Advisor's Signature)	_____ (Phone)	_____ (Date)

McKENDREE COLLEGE, LEBANON, ILLINOIS
PRESS RELEASE FORM
(Please print)

Please complete the press release form and return in the enclosed envelope.

Please attach your
picture here to
use in press
release.

Date _____

Student's name _____

Hometown _____

Internship Site _____

Internship Position _____

Internship Supervisor _____

Duties _____

Major _____

Graduation Date (Month/Year) _____

Presently seeking career/employment in the _____ field.

OR

Name of Graduate School _____
you plan to attend

Name of Hometown Newspaper _____

INTERNSHIP SITE LOCATOR INFORMATION

COMPANY NAME: _____ DATE CONTACTED: _____

ADDRESS: _____ PHONE: _____

CITY: _____ STATE: _____ ZIP: _____

CONTACT PERSON: _____ POSITION: _____

_____ POSITION: _____

1. Has had intern? YES NO

2. Interested in retaining an intern? YES NO

3. Qualifications/major required:

4. Kind of work available:

5. Non-Paying Paying--Amount: _____

6. Any other specific comments or directions:

6. Students referred: _____

McKENDREE COLLEGE
INTERNSHIP SITE VISIT RECORD

STUDENT NAME _____ ADVISOR _____

BUSINESS _____ DATE OF VISIT _____

____ YES ____ NO 1. Student was at work at time of visit.

____ YES ____ NO 2. Student appeared to be employed in activities as
stated in, or related to, Service Learning Plan.

____ YES ____ NO 3. Student expressed satisfaction with internship at this
point.

____ YES ____ NO 4. Site supervisor was personally contacted.

____ YES ____ NO 5. Site supervisor expressed satisfaction with intern.

ADDITIONAL COMMENTS:

____ YES ____ NO 6. Site supervisor expressed an interest in working with
another intern, possibly next semester.

TELEPHONE CONTACTS:

DATE

SUMMARY

ADVISOR SIGNATURE

ILLINOIS STATE UNIVERSITY
DEPARTMENT OF INFORMATION SCIENCES

INTERNSHIP PROGRAM

COORDINATOR:

ASSISTANT COORDINATOR:

The Department of Information Sciences is housed in the College of Arts and Sciences and is divided into the following major areas: Speech Communication, Mass Communication and Library Science/Instructional Media.

OBJECTIVES:

1. To integrate theory and research with practical experience.
2. To give the student the opportunity to explore the area of practical experience chosen and to determine his or her suitability to it.
3. To maintain and enhance the community/university relationship by extending the teaching process.
4. To develop valuable contacts in terms of future job placement or letters of recommendation.

STRUCTURE:

Students desiring to be interns go through a formal application and screening process. They develop resumes along with proposals designating specific goals for the internship. Once this is completed, the student requests a recommendation from supervisory faculty. If the student's faculty supervisor agrees to sponsor him/her, the student takes the recommendation, the resume, and the proposal to the coordinator of the program. The coordinator is responsible for further screening of the prospective intern and actual placement of the intern with an agency. Careful attention is given to both the agency's objectives and the student's objectives for the internship. The student is required to attend a formal interview with the agency supervisor. If the student is a successful candidate, he/she and the agency supervisor develop a syllabus of activities for the semester. Communication between the intern, agency supervisor, faculty supervisor, and coordinator is maintained throughout the semester.

EVALUATION:

The intern is evaluated mid-way through the internship and at the completion of the internship. The agency supervisor, the faculty supervisor, and the student are required to complete the brief, standardized forms.

HISTORY:

The Department of Information Sciences Internship Program began Spring Semester, 1975. At that time, three students were placed in three agencies. To date, 300 students and 50 agencies have participated in the program. The department places 75 students at 25 agencies on the average per year. With the diversity of the department, students are qualified for internships in print and broadcast journalism, television production, in-house production, media services, public affairs, public relations, photo-journalism, graphics, library adult services, library children services, library special services, library special collections, human relations training, personnel and research.

REPRESENTATIVE INTERNSHIPS

Research and traffic analysis at WLS-Radio, Chicago, Illinois.

Personnel at General Electric, Bloomington, Illinois.

Public relations with emphasis on agency publications at State Farm Insurance Company—National Headquarters, Bloomington, Illinois.

Human relations with emphasis on developing training packages at General Telephone--State Headquarters, Bloomington, Illinois.

Children's services at Normal Public Library, Normal, Illinois.

Development of the library and a specific library system at McLean County Jail, Bloomington, Illinois.

Photographer in news department and assistant in production department at WTVO-TV, Rockford, Illinois.

Print journalism--hard news at The Daily Pantagraph, Bloomington, Illinois.

Broadcast journalism--sports at WCIA-TV, Champaign, Illinois.

Recording engineer at the Silver Dollar Recording Studio, Urbana, Illinois.

Copywriter for print and broadcast advertising at James Allen Advertising Agency, Bloomington, Illinois.

Media specialist at Mennonite Hospital, Bloomington, Illinois.

WE INVITE YOU TO BE A PART OF OUR PROGRAM!

DEPARTMENT OF INFORMATION SCIENCES
INTERNSHIP PROGRAM

COORDINATOR

General responsibilities for the Internship coordinator and assistant coordinators are as follows:

1. Screen prospective Interns (review resume, proposal, faculty recommendation form).
2. Make and maintain agency contacts.
3. Maintain a data bank of agencies.
4. Place Interns (determine appropriate opportunities).
5. Develop and maintain an open communication system between coordinators, agency supervisors, faculty supervisors, and students.
6. Establish a communication network that disseminates information to students and faculty regarding application deadline dates, new Internship possibilities, etc.
7. Counsel students on career alternatives in relationship to Internship experience.
8. Develop procedures, form, form letters, etc.
9. Maintain quality control in the program.

TIME-LINE

When

Week 1

What

Announce application deadline for the next semester's Internships

Handle registration and placement issues

Review current semester Intern files and make sure that all forms are completed.

Construct master list of current Interns (names, addresses, supervisors, etc.)

Read Incoming diaries (each week)

Week 2	Send 1st memo to Interns (regarding forms, diaries, appraisal interviews, etc.).
Week 4	Application deadline for next semester's Internships. Review prospective Intern files and compose tentative list detailing each Intern's academic area, proposed credit hours, and preferred type of Internship Call meeting with department coordinators
Week 5	Meeting with assistant coordinators Send 2nd memo to Interns (regarding diaries, progress, etc.)
Week 6	Meeting with assistant coordinators
Week 7	Prepare and send midterm evaluations forms to the agency supervisors, faculty supervisors, and students.
Week 8	Begin initial interviewing with prospective Interns. Assess their needs and objectives in relationship to the prospective agency's needs and objectives. Make initial agency contact to set up the prospective Interns interview with the agency.
Week 9	Review and average midterm evaluations. If there appear to be any problems as indicated on the evaluations set up a time for the student, faculty, supervisor, and agency supervisor to meet with you. Continue placement for prospective Interns
Week 10	Send 3rd memo to Interns (regarding diaries, progress, midterm evaluation, etc.) Meet with assistant coordinators
Week 14	Prepare and send final evaluation forms to the agency supervisors, faculty supervisors, and students.
Week 16	Assess the final evaluations, and assign grade for this semester's Interns. Review the next semester's Intern files, and begin registration procedures

Any and Every Week

Read Incoming diaries
Screening for future placements
General correspondence with agencies
Development of new-Internship placements--Visits to Agencies
Special projects related to Internship program (e.g., data gathering)

DEPARTMENT OF INFORMATION SCIENCES
INTERNSHIP PROGRAM

FACULTY SUPERVISOR

When you agree to supervise an Intern, you agree to:

1. help the student set objectives for the Internship prior to his/her agency interview
2. approve the student's syllabus of learning activities after his/her agency interview. (You might want to meet with the agency supervisor and the student to establish the syllabus.)
3. help the student to assess his/her progress in achieving the objectives of the Internship
4. meet with the agency supervisor to discuss the student's progress
5. meet with the student on campus according to a schedule (usually bi-weekly) to discuss progress in the Internship
6. fill out the faculty supervisor midterm and final evaluations

TIME-LINE

When

What

During the semester
prior to the Internship

Meet with the student before his/her agency interview to set objectives for the Internship and after his/her agency interview to approve his/her syllabus of learning activities.

Call agency supervisor to introduce yourself as the student's faculty supervisor during the Internship. You might give the agency supervisor an idea of when you plan to visit the agency. (4th, 8th, 12th weeks of the semester).

Week 1

Meet with the Intern to establish the times and dates you will meet on campus (or talk by phone) to assess the student's progress in the Internship. Scheduled meetings work better than the "I'll drop by" policy. If you are supervising more than one Intern, a group meeting of all your Interns might be scheduled. Individual conferences could be set up for help if needed.

Week 1 continued

During these meetings, the intern should show you his/her work in progress (or discuss it). At this time you might also want to discuss the intern's weekly diary that he/she will send you.

Week 8

Fill out faculty supervisor midterm evaluation form on each intern. (These will be put in your mailbox during Week 7).

Week 16

Fill out faculty supervisor final evaluation form on each intern. (These will be put in your mailbox during Week 15).

If the agency supervisor or the intern give any indication of a problem or potential problem (e.g. intern is not gaining experiences listed on his/her syllabus, intern is being asked to work many extra hours, intern and agency supervisor do not communicate well, intern is unhappy with the internship, etc.), please let the coordinator know right away!

DEPARTMENT OF INFORMATION SCIENCES
INTERNSHIP PROGRAM

STUDENT INTERN

When you make application to the Internship program and are accepted for an Internship, you are expected to:

1. Maintain a professional posture at all times. An internship should be viewed as a job, requiring the same qualities (responsibility, initiative, punctuality, etc.).
2. Maintain close contact with your faculty supervisor regarding the progress of your internship.
3. Follow procedures established by the Department of Information Sciences regarding the Internship (diaries, midterm and final evaluations, communication with the agency supervisor, etc.).

TIME-LINE

<u>When</u>	<u>What</u>
During the semester prior to when you want to do your Internship.	Develop a professional resume. Write a proposal describing the kind of experience you want. Request a recommendation from a member of the faculty. Turn in your resume, proposal, and recommendation to the Internship coordinator.
1-2 weeks after the deadline for application	Be prepared to have an interview with the Internship coordinator regarding placement at an agency. By this time you should have prepared your writing portfolios, resume tapes, layouts, etc, that you will be using during your agency interview. The coordinator will probably place the initial call to the agency introducing you at this time. Follow up on the coordinator's call. Schedule your interview at the agency. After the agency interview, turn in your interview sheet indicating the outcomes of the interview.

After the agency interview

Complete and turn in your syllabus of learning activities.

Before the end of the current semester

If you have a complete file (resume, proposal, recommendation, interview sheet, syllabus of learning activities) pick your permit to register up from the internship coordinator. You must have this permit to register for the internship.

Week 1 of semester of the internship

Meet with your faculty supervisor to establish the times and dates you will meet on campus (or talk by phone) to assess your progress in the internship. Scheduled meetings work better than the "I'll drop by" policy.

During your meetings with the faculty supervisor, you should be prepared to discuss the work you have been doing. Samples of your work should be presented. You should also expect to discuss what you have written in your weekly diaries.

Week 8

Fill out student intern midterm evaluation form. You will receive the form a week before it is due. (Week 7)

Week 16

Fill out the student intern final evaluation form. You will receive the form a week before it is due. (Week 15)

If you feel there is a problem or a potential problem with your internship, do not hesitate to get in touch with either your faculty supervisor or the coordinator immediately.

CHECKLIST FOR INTERNS

Refer to this check list frequently during your internship. You are responsible for the forms and assignments listed below. Failure to file appropriate forms and assignments will affect your final evaluation and grade as an intern.

1. RESUME AND PROPOSAL (White sheets)

These forms should be filed during the semester prior to which you want to be an intern. If you have taken them to an agency for an interview prior to beginning your internship, return them to Dr. Konsky for filing.

2. FACULTY RECOMMENDATION: (pink sheet)

This form should be sent by the faculty member directly to Dr. Konsky. If this form is not in your file, you cannot be sent on an interview for an internship.

3. COMMUNICATION SYSTEM: (green sheet)

File this form by the end of the first week of your internship. Make sure that you and your faculty supervisor have a good working relationship. Check his/her expectations regarding the internship with your expectations regarding the internship.

4. SYLLABUS OF LEARNING ACTIVITIES: (green sheets)

File your syllabus no later than the end of the first week of your internship. Because the syllabus provides an outline of learning activities, it is an important part of your internship. Give your faculty supervisor a copy of this syllabus. It should provide a focus for discussions of your progress in the internship.

5. DIARY: (blue sheet)

Mail your diary weekly to: Dr. Catherine Konsky, Department of Information Sciences, Illinois State University, Normal, Ill. 61761. You can also leave your diary in the mailbox in 114 STV if this is more convenient. Also provide a copy of this diary for your faculty supervisor.

6. MEETINGS:

Each intern placed locally will be scheduled for an appraisal interview during the 4th week and the 11th week of the semester. Further information will be mailed to you.

7. INTERN EVALUATION:

The midterm and final evaluation forms will be mailed to you.

SAMPLE RESUME FORM

Name:	Social Security #
Address (local)	Address (permanent):
Phone:	Phone:
Major:	Semester Hours completed:
Minor:	Year in school:

Educational Background (chronological order):

Work Experience (chronological order):

Related Course Work: (Include courses related to the type of
Internship you are interested in. Courses
related but taken outside of the Dept.
of Information Sciences should be included.)

Career Goals: (Explained as fully as possible)

Date _____

PROPOSAL

NAME _____

1. Semester you would like to be an Intern: Summer 1978 Fall 1978
Spring 1979
How many hours of credit do you propose to earn for the internship? _____

2. Please explain what kind of internship experience you are applying for. (e.g., public relations, TV production, radio news, forensics, educational training and management, etc.). Your explanation should be as complete as possible. If you have several areas of interest, all of them should be listed and explained below. Provide as much detail as you can in your explanation because the information will be useful in finding the best internship opportunities for you.

3. If you already know of an internship possibility, please explain the details. Do not contact the agency on your own.

4. Do you have a car? _____ Do you have a valid driver's license? _____

5. Are you willing to relocate during the semester of the proposed Internship? _____

6. What cities do you prefer for your internship?

1st choice _____

2nd choice _____

3rd choice _____

What agencies do you prefer for your internship?

1st choice _____

2nd choice _____

3rd choice _____

don't know _____

FACULTY RECOMMENDATION FOR PROSPECTIVE INTERN

The top portion of this form should be filled out by the student before seeking faculty recommendation.

Date _____

Name _____

Semester & Year of Proposed Internship _____

Kind of Internship (e.g. radio production,
TV news, public relations) _____

Please evaluate the prospective Intern by responding to each of the items listed below.

1 = poor 2 = fair 3 = good 4 = very good 5 = excellent 6 = no basis
for judgment

1. The Student's overall academic performance is: 1 2 3 4 5 6
2. The Student's academic performance in the specific area in which he/she is seeking an internship is: 1 2 3 4 5 6
3. The student's written communication skills are: 1 2 3 4 5 6
4. The student's oral communication skills are: 1 2 3 4 5 6
5. The student's motivation is: 1 2 3 4 5 6
6. The student's ability to assume responsibility is: 1 2 3 4 5 6
7. The student's overall potential as an ISU Intern is (consider skills, abilities, interpersonal relationships, attitude, maturity, etc.) 1 2 3 4 5 6
8. Do you recommend the student for the type of internship he/she has discussed with you? Yes No
9. Comments: (If you marked no, please explain your reasons.)

10. Do you agree to supervise this student in his/her internship? Yes No

11. If you circled "No" in Item 10, who do you think is the most appropriate supervisor for him/her. _____

41

Faculty Member's Name _____
Date _____

COMMUNICATION SYSTEM

(Circle the appropriate semester and year)

Semester: Fall Spring Summer Year: 1978 1979

NAME _____ AGENCY _____

AGENCY SUPERVISOR _____ FACULTY SUPERVISOR _____

Please explain when you and your faculty supervisor have agreed to discuss your Internship. (e.g., daily, weekly, bi-weekly, etc.)

Explain the method or methods that you will use to assess the Internship. (e.g., face-to-face meetings, phone conversations, letters, etc.)

Make sure that your agency supervisor is aware of this communication system.

Meetings for the Intern, the faculty supervisor, and the agency supervisor to discuss the Internship should be discussed by the Intern and faculty supervisor. Perhaps some tentative meeting dates can be suggested at this time for all three of you.

SYLLABUS OF LEARNING ACTIVITIES

Semester & Year _____

Student's Name _____ Soc. Sec. # _____

Agency _____ Agency Supervisor _____

Agency Address _____

_____ (City, State, Zip)

Agency Phone _____

Faculty Supervisor _____

Internship Begins (Date) _____ Internship Ends (Date) _____

Average Hrs. Per Week to be Spent in the Internship _____

Number of Credits to be Earned _____

Schedule for the Internship
(Indicate Days of the Week and Hours) _____

Objectives of the Internship:

SAMPLE DIARY FORM

NAME _____

Diary for week of _____
(Submit one entry for each day. For example, if you are at the agency 3 times a week, your diary should have 3 separate entries for each week.)

DATE:

HOURS SPEND IN INTERNSHIP ACTIVITY:

DESCRIPTION OF WHAT YOU DID AS AN INTERN:
(be specific)

REACTIONS:
(be specific)

DATE:

HOURS SPENT IN INTERNSHIP ACTIVITY:

↓
ETC.

Internship Evaluation: Faculty Supervisor Feedback

Date: _____

Student's Name _____

Agency _____

Faculty Supervisor _____

Agency Supervisor _____

- | | | |
|--|-----|----|
| 1. Has the student intern met with you during the semester according to the schedule specified on his/her "Communication System" form? | Yes | No |
|--|-----|----|

If no, please explain.

- | | | |
|--|-----|----|
| 2. Have you had sufficient contact with the student this semester for purposes of evaluating his/her progress in the internship? | Yes | NO |
|--|-----|----|

If no, please explain.

- | | | |
|---|-----|----|
| 3. Is the student making sufficient progress in the Internship. | Yes | No |
|---|-----|----|

If no, please explain.

- | | | |
|--|-----|----|
| 4. Have you met or talked with the intern's agency supervisor? | Yes | No |
|--|-----|----|

5. Please explain briefly what you learned about the Intern's progress (and the Internship) from the meetings or phone conversations.

6. Are you satisfied with your working relationship with this intern?

Yes

No

If no, please explain.

7. Do you think the Internship is a good learning experience for this student at this time? Please explain.

Yes

No

8. Additional Comments:

Suggested grade at this time: A B C D F X (no basis for judgment)

If you have marked "X", please explain.

Internship Evaluation:
Agency Supervisor Feedback

Date _____

Student's Name _____

Agency _____

Agency Supervisor _____

Faculty Supervisor _____

1. Is the Intern making sufficient progress
In the Internship? Yes No
Comments:

2. Does the student have sufficient knowledge
to do the projects/assignments given to
him/her? Please explain. Yes No

3. Have there been any particular problems
encountered during the internship? If so,
please explain in detail. Yes No

4. Have the problems been resolved? If no,
please explain. Yes, No

5. Do you consider this internship mutually beneficial, that is, to both the intern and the agency?
Comments: Yes No
6. What do you consider the strengths of the intern?
7. What do you consider the weaknesses of the intern?
8. Do you feel you have had adequate contact with the intern's faculty supervisor?
Please explain. Yes No
9. Do you have any recommendations regarding the Department of Information Sciences Internship Program? We are very interested in the development of our program and your recommendations are appreciated.

10. Suggested Grade: A B C D F

11. Additional Comments:

Internship Evaluation: Student Feedback

Name _____

Date _____

Agency _____

Faculty Supervisor _____

Agency Supervisor _____

Please circle your response to each.

1. Do you like your Internship?
Why or why not? Yes No

2. Do you feel adequately prepared for your
internship? Explain. Yes No

3. Are you able to relate your internship
to your curriculum? Explain. Yes No

4. Does your internship fulfill your
expectations? Comment.

- | | | |
|--|-----|----|
| 5. Do you feel your internship is successful? Comment. | Yes | No |
| | | |
| 6. Do you feel the lines of communication are open between you and your
(a) faculty supervisor (b) agency supervisor (c) other? | Yes | No |
| | | |
| 7. Is your agency supervisor aware or actively involved in your internship? Explain. | Yes | No |
| | | |
| 7a. Is your faculty supervisor aware or actively involved in your internship? Explain. | Yes | No |
| | | |
| 8. Is attendance stressed by your supervisor? | Yes | No |

9. Is punctuality stressed? Yes No
10. Are your given meaningful activities in your internship activities? Comment. Yes No
11. Is your internship structured enough? Comment. Yes No
12. Do you have problems that you feel are currently unsolvable because of factors that can be eliminated? If yes, please explain. Yes No
- How do you think these can be eliminated?
13. Do you feel there are sources (other than your faculty and agency supervisors) available to you, either at your agency or here at I.S.U. for help with intern-related problems? If so, where? Yes No

14. Are you learning from your internship?
Comment.

Yes No

15. Is your internship rewarding?

Yes No

16. If you had to repeat this internship,
what would you change? Why?

Yes No

17. Would you recommend your internship to others?
Why or why not?

Yes No

18. What do you feel your overall performance is
on assignments given to you?

19. What do you think of the internship program overall?

20. Self evaluation grade at

A B C D F

Graduate Internships: Basic Information

Course Description

498 Professional Practice In Communication

Practical Professional Experience in business or government related to the student's Individualized master's program under the supervision of qualified faculty and agency personnel.

This course is to be offered every semester, including the summer semester. Maximum of 9 hours can count toward the degree, based on committee decision.

Prerequisites for Graduate Internships

1. Completion of minimum of 24 hours of graduate coursework as listed in the plan of study.
2. Consent of student's committee.
3. Application for the Internship, including preparation of a resume and portfolio of writing samples, tapes, etc.
4. Passed Comprehensive Exams (if this option is chosen).
5. Minimum G.P.A. of 3.0.
6. Thesis completed or near completion (if this option is chosen).

Requirements

Individualized syllabus based on student's background and interest. The syllabus agreed upon by student, agency supervisor, faculty supervisor, and internship coordinator is to be filed within one week after the agency's agreement to accept the intern.

A synthesis paper will be prepared by the intern with the direction of the committee and the internship coordinator. Additional reading and research may be required for this paper, as determined by committee. Nature of this paper will be determined by committee after placement and prior to the beginning of the internship.

Evaluation Procedures

Written midterm and final evaluations will be prepared by the agency supervisor, student's committee chairperson, the student, and the internship coordinator. The intern will be evaluated on the following: (1) performance on experiences outline in the syllabus and (2) the synthesis paper.

APPLICATION FOR GRADUATE INTERNSHIP

Name _____

Committee _____ (chair)

Committee Recommendations

(to be completed by committee chairperson)

Types of Internships (not Agencies)
the student is best prepared for
(list as many as applicable)

Corresponding Skills Mastered

1.

1.

2.

2.

3.

3.

Please discuss any contingencies (e.g., passing comps) or reservations the committee has about this student as a prospective intern (include discussion of responsibility, maturity, motivation, etc.)

Contingencies

Reservations

Other Observations, if any

Preferred Locations (cities)

1st Choice _____

2nd Choice _____

3rd Choice _____

Signed _____
(Committee Chairperson)

Date _____

Internship Syllabus

Syllabus of Learning Activities

Semester and Year _____

Student's Name _____ Soc. Sec. # _____

Agency _____ Agency Supervisor _____

Agency Address _____

_____ (City, State, Zip)

Agency Phone _____

Faculty Supervisor _____

Internship Begins (Date) _____ Internship Ends (Date) _____

Average Hrs. Per Week to be Spent in the Internship _____

Number of Credits to be Earned _____

Schedule for the Internship
(Indicate Days of the Week and Hours) _____

Behavioral Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

Dates Covered
In this Report _____

1. What major experiences, activities, tasks were you involved in?

3. Were there any problems? (e.g., experiences, activities, tasks not related to those listed on Syllabus; poor communication with supervisor and/or co-workers; lack of feedback from agency supervisor; etc.)

INTERNSHIP INFORMATION AND PROCEDURE FOR
STUDENTS, FACULTY, AND SPONSORING AGENCY
Department of Speech Communication
Central Missouri State University

Speech Communication 4285, Internship, is taken in conjunction with a professional supervisor, either in a business, industrial or governmental organization where oral communication is essential to the job description. For six hours maximum credit, the student will spend a full eight hour day, five days a week, for ten weeks, in an approved program, working under an approved supervisor. Approval for both student and organization must be given before the internship is begun.

Interns may be involved in such experiences as conducting communication workshops, investigation of and reporting to institutions from a communication perspective of the various communication and information flow system within the organization (i.e., educational, penal, business, governmental, legislative, hospitals, etc.) investigation and reporting of experiences associated with various aspects related to the rhetoric of individuals or elected groups (i.e., campaign of a legislator, councilman, mayor, etc. or communication of a specific elected group-- school board, county commissioner, associated students, etc.).

PROCEDURE FOR INTERNSHIP

1. Plans for an internship should commence early. The student should take appropriate courses to prepare for the internship before applying.
2. The student should file "Preliminary Request for Internship" with the faculty adviser one term before internship is to begin, naming the organization and contacting the person with whom he wishes to work.
3. The faculty adviser then cooperates in the determination and confirmation of the availability of organization in which the student is so advised.
4. If a tentative arrangement is reached and approved by the faculty adviser, the student is so advised.
5. Student writes or telephones for an appointment with the organization contact to discuss internship responsibilities. Students should never call on any prospective intern supervisor without clearance from the adviser and without making an appointment.
6. If the organization contact approves the student, and they mutually agree upon the time and place for internship, the student so reports to the faculty adviser.
7. The faculty adviser confirms details of internship on behalf of CMSU in a letter to the intern supervisor. A carbon copy of this letter goes to the student.

8. Except by special arrangement, each student must work a 40 hour week; shorter or longer work weeks must be approved prior to registration. Generally, credit will be provided according to the following:
- 1 sem. hour = 7 work hrs. per week
 - 2 sem. hour = 14 work hrs. per week
 - 3 sem. hour = 20 work hrs. per week
 - 4 sem. hour = 27 work hrs. per week
 - 5 sem. hour = 34 work hrs. per week
 - 6 sem. hour = 40 work hrs. per week
9. The student intern completes the arranged course approval forms and registers for SPCM 4285 in the usual manner.
10. At the end of each calendar week, the student intern must send a report to the faculty adviser containing a work log¹⁰⁸ of duties performed during the week and, if applicable, copies of written work produced. These reports will provide a basis for the course grade and will be retained for inclusion in the final report, which becomes the property of the department.
11. Students enrolled for graduate credit will be expected to submit a manuscript of publishable quality in one of the following areas: an article of general interest professionally, or an account of some program undertaken as part of the internship.
12. At the close of the internship, the student writes a critique of the internship and his work, sending it to the faculty adviser. If he wishes he may give his supervisor a copy. The intern also must make certain that the supervisor writes the faculty representative, stating that the intern has completed his work.
13. The student intern will receive credit for his internship only after his supervisor has advised the faculty that the intern has performed as agreed, and has been faithful in working hours and completion of assignments. The supervisor will be expected to evaluate the student on such factors as the intern's attitude, conduct, skills, and professionalism. Contact will be maintained by the faculty adviser with the supervisor. This contact will normally include at least one and preferably two "on site" conferences by the faculty adviser. Telephone conferences will be maintained as necessary.
14. Upon receipt of the student's report and the supervisor's statement, the faculty adviser will forward the number of credits and grade to the registrar.
15. Student interns have an opportunity to work with professionals, and are expected to act in accordance with professional standards.
16. Any professional deficiencies which come to light in the internship program will be corrected by the student.

INTERNSHIP INFORMATION

Department of Speech Communication

This course is taken in conjunction with a professional supervisor, either in a business, industrial, or governmental organization where interpersonal and/or public communication is essential to effective fulfillment of job requirements. Approval for both the student and the organization must be given before the internship is begun.

The purpose of the internship is to:

1. Provide the student with the opportunity to apply the theory and principles learned in the classroom, and to gain the practical experience important to future employment.
2. Enable the sponsoring organization to contribute to the development of the profession by the guidance and counsel of future professional personnel.
3. Develop meaningful contact between the educational process and the professional practice.

General Requirements:

1. Each intern must be consistently supervised throughout his internship period. The preferred supervisor will be a person skilled in interpersonal and organizational communication.
2. At the end of each calendar week, the student intern must give a report to the faculty advisor, containing a work log of duties performed during the week and, if applicable, copies of written work produced. These reports will provide a basis for the intern's grade and will be retained for inclusion in the final report, which becomes the property of the department. The faculty advisor may make evaluative recommendations to the intern or internship supervisor so that duties continue to be in line with those previously agreed upon.
3. The student intern will receive credit for his internship only after his supervisor has confirmed by evaluative letter to the faculty advisor that the intern has performed as agreed and has been faithful in working hours and completion of assignments. The supervisor will be expected to evaluate the student on such factors as the intern's attitude, conduct, skills and professionalism.
4. Contact will be maintained by the faculty advisor with the supervisor. This contact will normally include at least one, and preferably two, "on site" conferences by the faculty advisor. Telephone conferences will be maintained as necessary.

5. Except by special arrangement fully understood in advance, each student must work a 40 hour week; shorter or longer work weeks must be approved at the time of registration. Generally, credit will be provided according to the following schedule:

- 1 sem. hour = 7 work hours per week
- 2 sem. hours = 14 work hours per week
- 3 sem. hours = 20 work hours per week
- 4 sem. hours = 27 work hours per week
- 5 sem. hours = 34 work hours per week
- 6 sem. hours = 40 work hours per week

By special arrangement, students may be awarded fewer credit hours based on the types of duties and responsibilities which are judged suitable to the internship, even though the internship involves a 40 hour week.

6. Students enrolled for graduate credit will be expected to submit a manuscript of publishable quality in one of the following areas: an article of general interest professionally or an account of some program undertaken as part of the internship.

7. Payment is not required for an intern; it is up to the individual and company to agree on any compensation.

Internship in Speech Communication

Course Objectives:

By the end of the internship experience students should be able to:

1. Gain a realistic view of a specific area of their major as a possible career choice through practical work experience.
2. Be aware of the importance of human relations as they apply to customers, co-workers, and supervisory personnel.
3. Apply learned academic theory to practical work experience within their major field of specialization.
4. Make a positive contribution to the firm or governmental agency as an employee and an intern.

Assignments:

The objectives listed above will be accomplished by the practical work experience during the term. The degree of accomplishment will be measured by the following assignments:

1. Job Description - This paper should be "descriptive" in nature. It should discuss the company and department in which you are working. Continue your paper with a fairly thorough description of your specific tasks and duties that have been assigned. Use examples to support any general observations and conclusions. Complete your paper with an analysis of career opportunities for future interns with your company. This paper will be placed in an employer file for future reference by interested students.
2. Critical Incident Report - This report is an analysis of a situation that you have experienced during the current internship period. It should be directly related to your employment and thus involve any or all of your co-workers, supervisor(s) or customers. A guide for the preparation of this report is provided for your convenience.
3. Evaluation Paper - This last assignment involves the evaluation of a specific segment of your college instruction with regard to its application to practical work experience. Choose any course within your major field of study. Give specific examples to support your general statements and conclusions.

- b. End your paper with a brief evaluation of your total work experience. What do you see as your own strengths and weaknesses related to this job?
4. Weekly Log - Please mail your Speech Communication Department Coordinator a "log" of daily activities once your internship begins. (This log should be brief but specific concerning your previous weeks activities. Please mail the log no later than the following Monday.

General Instructions:

The length and format of each of these papers is optional. However, they should be prepared in a careful and scholarly manner. Unless your writing is perfectly legible, your written assignments should be typed and double-spaced. Attach a cover page to each assignment on which you give the following information:

Your Name
Course Number and Title
Exact Title of Your Paper
Date

Staple the pages in the Upper Left Hand Corner, and Do Not Fold them nor put them in folders. All papers must be in to your Speech Department Coordinator one week prior to the end of the school term.

Grading Procedure:

Your grade will be based upon the following:

- 50% - Written Assignments
- 50% - Employer's Evaluation

Guide to Critical Incident Writing

A "critical incident" is a brief description of an event in which a student has sought to use his skills in speech communication. The report should answer most of the following questions:

What was at issue: problem to be solved, decision to be made, action to be taken, mission to be accomplished, controversy to be settled, opinion to be arrived at, agreement or understanding to be reached.

What were the circumstances surrounding the event which are important to it: place, occasion, social contexts, time of day, etc.

Who were the people (significant factors about them): age, occupation, sex, attitudes, nature of involvements, relationships between the principals, emotions or feelings experienced.

What other information would help make the circumstances more understandable.

Behavior: Specifically what did you do (described in detail) in attempting to use your communication skill in the above circumstances.

Analysis: A. Indicate in what ways this was a successful or unsuccessful demonstration of the skill(s).

B. Write a summary statement describing the following:

1. Decision making. Summarize in so far as possible, the alternatives and consequences you considered in reaching your decision.
2. Self-understanding. Summarize the insight about yourself which the incident provided, including the values and goals which became clarified.
3. Self-reliance. Summarize how the incident helped you develop more self-reliance.

INTERNSHIP PERFORMANCE APPRAISAL FORM

Department of Speech Communication
Central Missouri State University

Intern's Name _____ Date _____

Company _____ Supervisor _____

Judge the intern on the basis of the work now being done. Please be sure that each characteristic is considered separately, regardless of where the appraisal falls on any of the other characteristics. Place an "X" before the one statement or statements which best describe the individual.

1. Knowledge of Job - Consider the knowledge essential to the intern's job.

- ☐ Has an exceptionally thorough knowledge of work
- ☐ Has a good knowledge of work
- ☐ Requires considerable instruction
- ☐ Has inadequate knowledge of work

Comments: _____

2. Quality of Work - Consider the ability to turn out work which meet quality standards.

- ☐ Highest quality
- ☐ Well done
- ☐ Passable
- ☐ Poor

Comments: _____

3. Quantity of Work - Consider the volume of work produced under normal conditions.

- ☐ Large volume
- ☐ Good volume
- ☐ Slightly below average volume
- ☐ Unsatisfactory volume

Comments: _____

4. Attendance and Punctuality - Consider frequency of absences as well as latenesses.

- ☐ Record is excellent
- ☐ Occasionally absent or late
- ☐ Frequently absent or late
- ☐ Undependable; absent or late without notice

Comments: _____

5. Attitude - Consider the individual's attitude toward his work, company and associates, and his willingness to work with and for others.

☐ Unusually fine attitude
☐ Good attitude
☐ Passable attitude
☐ Poor attitude

Comments: _____

6. Relations with Others - Consider the intern's effect on other people as a result of disposition, tact, enthusiasm, cooperation, etc.

☐ Exceptional; goes out of the way to be helpful and is a splendid influence
☐ Good; is well-liked and accepted
☐ Marginal; occasionally a source of concern
☐ Unsatisfactory; touchy, indifferent, antagonistic

Comments: _____

7. Which statement best indicates how satisfied you are with the Present Job Performance of this intern?

☐ Very satisfied with intern
☐ Generally satisfied with intern
☐ Somewhat disappointed with intern
☐ Quite disappointed with intern

Comments: _____

8. Which of the following terms best describes the overall qualifications of this intern for this job?

☐ Excellent; far exceeds job requirements
☐ Good; exceeds job requirements
☐ Average; meets job requirement
☐ Poor; only partially meets job requirements

Comments: _____

9. How would you grade this intern in comparison with other employees you have observed with about the same length of service?

☐ Outstanding
☐ Above average
☐ Average
☐ Below average
☐ Poor

Comments: _____

10. If at the time of selection you knew everything pertaining to the ability of this intern that you now know, what would have been your recommendation for employment in a similar work setting?

☐ Excellent recommendation
☐ High average recommendation
☐ Average recommendation
☐ Low average recommendation
☐ Not recommended

Comments: _____

Other Comments (additional points not covered previously):

Appraised by _____ Title _____

THE PRESIDENTIAL INTERNSHIP PROGRAM: BRIDGING TWO WORLDS

The Hamilton Holt School, an undergraduate, evening degree granting program of Rollins College, instituted the Presidential Sponsored Internship (PI) program in 1990. The Presidential Sponsored Internship is a unique honors program which allows selected students to work on priority projects under the direction of a participating CEO or presidential sponsor. It provides exceptional opportunities for academically talented students to do applied study in an off-campus environment. The Presidential Sponsored Internship is an academically interactive process which serves corporate needs through a cooperative partnership.

The PI Candidate

The Presidential Sponsored Internship is a privileged program designed for academically outstanding students. Students are selected through a formal application process by the program director working with the Dean and other faculty. Candidates must be matriculated students in the Hamilton Holt School, having completed at least seven courses, with a 3.25 grade point average. In addition, work experience, ability to work with others, likelihood for success in an applied environment, and clearly identified career goals and objectives are taken into account. To make the most of their field experience, students should already have acquired the following: (1) data gathering skills, (2) communication skills, (3) facility in role taking, (4) decision making skills, (5) skills for working in groups, and (6) exercising the praxis between reflection and action.

The CEO/Presidential Sponsor

What differentiates the PI program from other internship programs is the use of CEO or presidential sponsors. Presidential sponsors are selected from the Hamilton Holt Board of Advisers and potential board members in the Central Florida metroplex. The list of presidential sponsors includes organizations involved in international assets, banking, telecommunications, publishing, broadcasting, hospital/health care, public relations, hotels/recreation/amusement, advertising, marketing, aviation/space, and the environment. Both large firms and small to mid-size entrepreneurial firms with niche markets are represented. Community focused, non-profit organizations have also been utilized. Interested CEO and presidential sponsors are contacted and discuss with the program director such issues and policies as: (1) the kinds of work experiences and types of projects which will be acceptable or unacceptable, (2) the policy that the intern will not receive pay, (3) the length of the internship which is two terms, (4) the responsibilities and required involvement, and (5) the forms which will be completed during the internship.

Student projects are diverse and include a variety of creative experiences beyond the more routine assignments of traditional internship programs. Student related activities include: conducting market surveys, designing campaigns, planning and coordinating programs, running training workshops, assessing worker satisfaction and the communication climate in various work units, performing EEOC analysis, doing needs assessments, conducting perceptual accuracy analysis, evaluating programs, developing manuals, designing brochures, creating slide shows and accompanying scripts, developing training programs, preparing public relations messages, and writing articles. The primary criteria are quality and relationship to student objectives and the needs of participating presidential sponsors. Selected

students currently in an organization may elect to do their internship within that organization, however, this may require schedule adjustments in order to meet internship commitments because of different responsibilities. The organization generally works with the student to provide flexible time and work requirements.

Presidential sponsors submit a written intern performance evaluation to assist faculty sponsors in awarding credit or no credit. This evaluation may also identify strengths and weaknesses of the program which can assist the program director.

The Faculty Sponsor

Faculty sponsors serve as resource specialists to help the student to maximize the learning experiences, to provide consistency, and to aid the student in the evaluation of the internship. Critical to this role is establishing learning outcomes in conjunction with the student. This requires identifying broad learning objectives which contribute to cognitive development, personal development, and moral and ethical development.

The faculty sponsor is responsible for choosing an assessment strategy which provides the student maximum flexibility to demonstrate the knowledge and competency gained during the field experiences. Usually a combination of strategies and evaluation tools are used in assessing and reporting results of the internship experience. These include a site visit, telephone contact with the organizational sponsor, individual conferences with the student, progress reports, occasional papers, and a journal or log submitted by the student reflecting personal observations and analysis of tasks and experiences. Assessment strategies serve to provide feedback to the student, serve as feedback for modifying the internship program itself, and serve as a basis for awarding credit or no credit.

The Program Director

The program director oversees the PI program, reviewing applications, surveying the needs of participating presidential sponsors, selecting faculty sponsors, arranging interviews, and serving as liaison between involved parties. The program director reviews student folders, assesses program effectiveness, and makes any necessary recommendations for change. Establishing and maintaining a supportive communication climate is key to this role.

In order to create a productive interface of participants and a networking of involved parties, the dean of the school, participating students, organizational sponsors, faculty sponsors, and the program director meet twice per term over breakfast to discuss projects, approaches to organizational effectiveness, and other matters of common interest. Guest speakers are also invited to address such concerns as team building, job enrichment, conflict management, diversity in the workplace, and ethics in business. These breakfast meetings assist in forging a vibrant partnership which helps ensure that the internship provides the richest learning experience that is possible.

The Benefits and Value-Added Advantages

- The intern placement becomes a real world classroom where the student confronts new learning experiences and makes decisions based on knowledge and skills developed in more traditional scholarly settings.

- The internship permits students unique opportunities to network with colleagues in their chosen careers. The presidential sponsors can assist interns in their personal career development by forging professional links with significant others.
- CEO and presidential sponsors can assign and initiate priority projects which might otherwise be postponed because of more immediate concerns. These projects may even be brought to closure within the two-term time-frame of the internship.
- The internship provides faculty sponsors with opportunities to get off-campus and actively observe the interface of "espoused theory" and "theory-in-practice." In working with the intern and organizational sponsor, the field site can become a "learning window" for the faculty sponsor.
- The majority of CEO or presidential sponsors participating in the PI program are selected from the Hamilton Holt Board of Advisers. This helps to create an involved partnership with board members. Moreover, through these contacts participating board members become immediately cognizant of the students, faculty, and learning that is going on.
- The breakfast meetings serve as a learning/problem-solving forum where important representatives from the business community along with faculty can discuss current and relevant issues.
- The PI program promotes high visibility and community interest at a time when "service" is a catchword for excellence. Interns working with senior officers and top management on important projects exhibit a significant presence which can reflect positively upon the school.

PRESIDENTIAL SPONSORED INTERNSHIP
AGREEMENT - PRESIDENTIAL SPONSOR
HAMILTON HOLT SCHOOL

NAME: _____ SOCIAL SECURITY NO. _____

ADDRESS: _____
Street City State Zip Code

HOME PHONE NO. _____ BUSINESS PHONE NO. _____

FACULTY SPONSOR: _____ DEPARTMENT _____

PRESIDENTIAL SPONSOR: _____ ORGANIZATION _____

ADDRESS: _____
Street City State Zip Code

Description of Duties or Activities: _____

Schedule: _____

(If intern is to be compensated, please indicate amount: _____)

PLEASE READ AND SIGN:

I realize that in applying for this program I am committing myself to a serious experience. I am taking on responsibility for myself and for those with whom I will be working. I certify that all company related data and information will remain confidential and shall not be discussed outside the company.

The organization/firm stipulated above agrees to supervise and assist in evaluating the intern named in cooperation with the faculty sponsor. I will be willing to submit a written evaluation of the student's work to the faculty sponsor upon completion of the project.

As an inducement for the organization/firm to allow the student to participate in the above off-campus activity, I waive and release it, its officers, employees, personnel and agents from corporate, personal, individual or collective liability. The foregoing waiver and release shall in no event constitute a waiver or modification of any rights or claims I, the student, organization/firm, Rollins College, or any other party may have against an insurance carrier.

This document is not a legal contract and may be terminated by the organization/firm, faculty sponsor, or program coordinator in the event of neglect of duty by the student.

Student's Signature Date

Presidential Sponsor Date

Faculty Sponsor Date

Program Coordinator Date

PRESIDENTIAL SPONSORED INTERNSHIP
AGREEMENT - FACULTY SPONSOR
HAMILTON HOLT SCHOOL

1. What specific academic experiences in this student's background will help for this project?

2. How will the student communicate with you during the term(s) regarding progress on this project?

3. What specific agreements have you and the student made regarding the means for your evaluation?

PLEASE READ AND SIGN:

We have discussed the project, including housing and travel arrangements. We have both agreed on the communication and evaluation procedures specified above.

STUDENT
SIGNATURE _____

SPONSOR
SIGNATURE _____

Date _____

PRESIDENTIAL SPONSORED INTERNSHIP
APPLICATION
HAMILTON HOLT SCHOOL

NAME: _____ SOCIAL SECURITY NO. _____

HOME ADDRESS: _____
Street City State Zip Code

HOME PHONE NO. _____ BUSINESS PHONE NO. _____

NUMBER OF SEMESTER HOURS EARNED AT TIME OF STUDY: _____

NUMBER OF SEMESTER HOURS EARNED AT HOLT SCHOOL: _____

MAJOR: _____ GRADE POINT AVERAGE: _____

TERM OF STUDY: FALL/SPRING 19 _____

1. Have you done any off-campus projects previously? _____ Yes _____ No
If "yes", what did you do and when did you do it?

2. Please outline kinds of projects/experiences you might wish to pursue under this program.

3. Please indicate career objectives.

4. Indicate type of organization/firm you prefer to work with.

FACULTY REFERENCES:

NAME _____ TITLE _____

DEPARTMENT _____

CAMPUS ADDRESS _____ CAMPUS PHONE NO. _____

NAME _____ TITLE _____

DEPARTMENT _____

CAMPUS ADDRESS _____ CAMPUS PHONE NO. _____

WORK REFERENCES:

NAME _____ TITLE _____

ADDRESS _____
Street City State Zip Code

BUSINESS PHONE NO. _____

NAME _____ TITLE _____

ADDRESS _____
Street City State Zip Code

BUSINESS PHONE NO. _____

PLEASE READ AND SIGN:

I am aware that off-campus expenses will be borne by me, and I agree to abide by the requirements between me and my faculty sponsor as outlined in this proposal and by any additional requirements specified by the host organization.

Student Signature _____ Date _____

If you will be 18 or over, read and sign the following statement:

As an inducement for Rollins College to allow the student to participate in the above off-campus activity, I waive and release it, its officers, employees, personnel and agents from corporate, personal, individual or collective liability for any accident, injury, illness, or death; for any property loss, theft or damage; for any arrest, incarceration, conviction, fine, penalty, or other occurrence which may befall the student during the off-campus activity. This waiver and release shall bind the student, his/her estate, heirs, personal representatives and legal guardians.

The foregoing waiver and release shall in no event constitute a waiver or modification of any rights or claim I, the student, Rollins College or any other party may have against an insurance carrier.

Dated this _____ day of _____ 19 _____.

STUDENT SIGNATURE: _____

HAMILTON HOLT NEWS

Internship at AT&T Rewarding For Madelyn Young

Madelyn Young, a senior and Organizational Behavior major in the Holt School, recently completed an important survey for AT&T managers. As a presidential internship student at AT&T during the fall 1990 term, Young was asked to implement a survey to determine whether the developmental courses offered to AT&T employees were successful.

"No one had ever done a survey to determine whether employees and management were happy with the services," says Young. Using written surveys and personal interviews, she surveyed 600 AT&T employees and 100 managers.

"I found that the courses, although not specifically job-related, enhanced employees' positive attitudes on the jobs," says Young. Just the fact that AT&T offered them this benefit positively influenced their attitude toward the company and their jobs.

"Also, some of these courses really did help employees with particular aspects of their jobs, for example, they helped improve their communication skills, or helped them manage stress.

"Managers responded positively to the program also. One hundred percent of those who responded said they would continue to send their employees to these courses."

Young says being in a quite different organizational culture was a learning experience for her. "I really enjoyed it," she says. "Students should take advantage of the Presidential Internship program because it's another way of networking, and a way to confirm your career choice. It gives you an opportunity to see whether the major you have chosen is really what you want."

The most positive aspect of the project was that Young's work actually made a difference at AT&T. "It was very helpful to us to have an independent assessment of our training programs," says Bill Neal, division manager, AT&T.

Karl Foss, AT&T manager in charge of train-



Bill Neal, Division Manager at AT&T, and Madelyn Young, Holt Presidential Intern, review the results of her surveys.

ing, adds, "Madelyn's work helped us finalize our curriculum for 1991 and provided us with good information that we are sharing with those who use our services."

A career adviser at Valencia Community College, Young entered the Holt School in 1987. She will graduate in May, and will then have the opportunity to teach at Valencia and perhaps receive a salary increase as well.

"I'm not sure I'll change my career; I'm comfortable with what I'm doing. My ultimate goal is to

get a master's degree which is what I really need to advance at Valencia."

Applications for the Presidential Internship (PI) program are now being accepted. For complete information call the Holt School office at 646-2232. PI students must be matriculated at the Holt School, must have completed at least seven courses, and have a 3.25 GPA. The application deadline is March 22.

Higher education

OR3

The Orlando Sentinel, Thursday, March 12, 1992

I-7

Rollins' interns give and receive while working with groups, firms

By Ron Patrizio

OF THE SENTINEL STAFF

WINTER PARK — Rollins College evening students are getting a chance to share their talents with area organizations and businesses.

Rollins' Hamilton Holt School offers internships where academically talented students can work with chief executive officers or other high-level managers.

Internships last two terms and students get college credit.

Linda Carpenter, of Hamilton Holt, said 13 students are working with 12 area companies, including AT&T, Red Lobster, Florida Power Corp., United Arts of Central Florida and the Jewett Orthopedic Clinic.

"The program benefits both the students and the organizations they work with," Carpenter said.

"Students get a chance to tackle real world issues while at the same time learning and earning college credits."

One participant is Holt humanities major Patrick Berryman.

Berryman, who is considering a career in the ministry, is learning the job's business aspects at First Presbyterian Church of Orlando.

Berryman is learning everything from planning funerals to fund raising to planning for the church's future.

"This was a real opportunity to find out what the job of a minister is really all about," Berryman said. "After this, I will know if this is what I want to be doing."

English major Wendy Gray and environmental studies major Debbie Safranek pooled their talents to help Red Lobster restaurants save more than \$500,000 by helping them to revise their trash hauling and recycling program.

Gray and Safranek spent six months updating service contracts for more than 500 restaurants nationwide.

"The students discovered that the vendors didn't always do what they were contracted to do," said Dave Manuchia, Red Lobster's director of off-premise operations. "Over the 24-year history of the company the trash service changed so often that we required a complete overhaul of the system. The students played a tremendous role in making that happen."

Manuchia said the students also will help the company explore issues such as composting and water use.

There are 776 students enrolled at Hamilton Holt. The evening degree program gives working professionals a chance to earn a bachelor's degree in one of 11 majors.

COMMUNICATION EXTERNSHIPS

Not all undergraduate field training need be as formal as internships. Douglass College at Rutgers State University and the University of Ohio at Athens offer externships. Externships are unpaid opportunities whereby students spend a week with an alumnus in a career-related area - observing, asking questions, becoming job oriented. These externships can offer a number of benefits. First, students are exposed to their potential career/field of work in a neutral and non-threatening fashion. Second, alumni are involved with current students and provide an opportunity to help/share in a non-fund raising manner. Finally, it can be a source of valuable contacts for both participating students and the college/university.

Developing Externships

A survey of the alumni list can establish a potential pool of placements. A general mailing can determine levels of interest as well as opportunity areas. Again, private and public sectors represent the resources for externships. Like internships, policies and procedures need to be discussed with alumni participants. Also, the created file of alumni must be constantly updated.

Guidelines and Operations of Externships

Externships are a relatively new concept but they seem to consist of the following:

1. The director of the externship program should contact alumni and invite interested participants to the campus for a general orientation.
2. The externship is a privileged program (carrying one semester hour of credit) extended to qualified students. To qualify, a student must be a speech communication major or minor and must have completed half of their coursework.
3. To apply for an externship, the student must submit a request which will be reviewed by the faculty supervisor.
4. The faculty supervisor meets with the student to discuss the nature of the externship for which he/she has been recommended and to develop appropriate learning objectives.
5. At the conclusion of the externship a final evaluation is made of the student's performance.

The two key ingredients necessary to insure a good externship program are (1) an effective working relationship with alumni and (2) a clear understanding with student participants concerning learning objectives. The results of such programs can prove rewarding relative to alumni relations and to student learning.



American Business Conference

1750 K Street, NW Suite 1200
Washington, DC 20006
(202) 822-9400
FAX (202) 467-4070

AMERICAN BUSINESS CONFERENCE INTERNSHIP PROGRAM

Welcome to the American Business Conference internship program. This information packet has been designed to provide you with general information about our program, and to assist you in your search for an internship that will give you the most educational and interesting experience related to your specific career goals. We hope you find this information helpful and we welcome any further questions you may have about an ABC internship.

What is the American Business Conference?

The American Business Conference is a coalition of the Chief Executive Officers of 100 of the nation's fastest-growing companies with annual revenues in excess of \$25 million. These successful entrepreneurs represent the entire spectrum of American industry, from manufacturing to high tech to real estate and services. Our members are politically-active CEOs who are interested in working to create policies which promote economic growth and new opportunities for entrepreneurship. The topics of greatest interest to the ABC include tax policy, capital formation, the budget deficit and international competitiveness. A sampling of our membership includes Cray supercomputers, Fruit of the Loom, A.T. Cross pens, Arthur Andersen accounting, Russ Berrie toys, MCI Communications, Pier 1 Imports, and Levitz furniture.

What academic majors fit in with the ABC program?

An internship at the American Business Conference is beneficial for a variety of majors. Those who would find it particularly educational would be students studying economics, business, political science or communications.

What is an ABC internship like and what are its benefits?

An ABC internship is unique each semester and with each intern. We provide a range of projects and assignments that usually vary with the Congressional schedule, membership meetings, pressing economic issues, and other significant office developments. Our internship provides the student with an invaluable opportunity to work in a professional office and learn first-hand about economics, business and government affairs. He/she learns the interworkings of a major Washington lobby and how the organization affects national policy. The intern is given projects that enhance written skills, research capability, verbal communication skills as well as many other vital business skills.

The intern is frequently given the opportunity to create new projects that are of interest to him/her and that also benefit the organization. These projects give the intern a chance to demonstrate initiative, creativity and independence.

A particularly beneficial part of the internship experience is the intern's participation in the semi-annual membership meetings. These are typically held in the spring and fall of each year, although preparation is a year-round activity. These meetings are three-day conferences where ABC members meet with high ranking government officials for small, off-the-record discussions about important economic issues. The intern becomes involved with many aspects of the planning of these meetings as well as the logistics during them. He/she meets and greets member CEO's as well as Washington policymakers and performs many tasks vital to the success of the meetings. Most importantly, these meetings allow the intern to observe the components which make up a successful lobbying effort.

Policymaking participants include key Cabinet and Congressional leaders such as the President, Vice President, the Chairman of the Federal Reserve Board, Secretary of the Treasury, the CIA Director, the Secretary of Commerce, Secretary of Labor and the Attorney General.

About the ABC staff

The staff at the American Business Conference is comprised of ten individuals. Although each person has their unique responsibilities, everyone frequently takes part, in some way, with each office project. This is characteristic of working with a small staff, and something we find very beneficial. The intern is a vital member of the staff and usually assists all staff members in a variety of ways during his internship period. We feel that exposing the intern to all areas of the organization will provide a more complete range of experience.

Our staff includes a **President**, who is the leading manager of ABC's activities in Washington and works closely with the membership to develop and implement ABC's policy initiatives; the **President's Assistant**, who assists the president in his everyday activities, The **Vice President, Administration**, oversees the financial and administrative management of ABC and the office, as well as the coordination of the two membership meetings; The **Vice President, Policy** plans and writes research reports, position papers on policy issues and Congressional testimony and works with other business groups in Washington; The **Vice President, Communications** is responsible for ABC's relationship with the media and also works with other Washington business groups; The **Director of Government/Corporate Relations** acts as liaison with the Administration and Congress as well as the members' offices and coordinates policymaker participation for the two membership meetings;

One Associate coordinates and plans all task force and Board of Director's meetings, directs the process of researching and recruiting new members for ABC, and is responsible for the intern program. The second Associate performs economic research and analysis and is responsible for maintaining a financial and member profile database. The **Network Systems Administrator** coordinates the development and setup of all computer hardware and software as well as writing computer programs. She is also responsible for the design and layout of all computer graphics materials. The **Receptionist** manages the front office, coordinates office activities and assists with some financial duties.

The Washington D.C. Experience

The full internship experience is not necessarily complete within the office. Because the American Business Conference is selectively located in the heart of Washington, D.C., the intern has the benefit of learning from the greatest sources available. To witness how our government operates, the intern may have the chance to visit Capitol Hill and observe the House or Senate committee hearings. These hearings, ranging from arms control to economic legislation, offer expert testimony on a variety of issues currently being considered in Congress and are usually open to the public. Many historical sites to visit after working hours or on weekends include the White House, the Capitol, The Washington Monument, Arlington Cemetery, Vietnam Memorial, and the Lincoln and Jefferson Memorials. Other educational activities include visits to the National Air and Space Museum, the Natural History Museum, the American History Museum and other Smithsonian sites. Using extracurricular time to explore Washington D.C. is both an educational and entertaining experience.

Other Questions

If there are any other questions you have about an ABC internship, please contact Ellen Cricchi at (202) 822-9300.



American Business Conference

(202) 822-9300
FAX (202) 467-4070

STUDENTS REFLECT ON ABC INTERNSHIP

The American Business Conference has provided professional internships to students from many universities around the country. Each intern is different in their expectations and their interests, yet each intern is also very much alike -- in the way they feel about their experience at ABC. Below are just a few examples of what makes our intern program unique and illustrates how we have provided many students with a strong first step toward their professional future.

"ABC gave me the knowledge and hands-on experience necessary to begin my career on Capitol Hill. The critical national issues I researched during my internship continue to enhance my work today as a legislative assistant for a prominent U.S. Senator." Jeff Roe, former student, University of Washington

"The CEOs have individual interests and companies to operate, yet they set their differences aside to network for a common mission. That is what sets ABC apart from other lobbyist groups. ABC has afforded me the opportunity to take part in efforts that will shape our nation's future." Kim Hickingbotham, University of New Hampshire

"I've been able to sharpen my professionalism... the reality of an office environment is something I couldn't get from the classroom." Sheila Mahony, Wake Forest University

"ABC is characterized by a friendly, approachable staff and a rare opportunity to meet CEO's and key national policymakers." Eric Kaufman, Cornell University

"My experience at ABC developed my interest in the field of economics, and helped me make a very important decision to return to Washington and pursue my masters degree." Mark Hobratschk, former student of Rutgers University, current graduate student, George Washington University

"This internship not only exceeded my highest expectations, but it also sparked a curiosity to learn more about the essential relationship between business and government as well." Michael Patton, Baylor University

AMERICAN BUSINESS CONFERENCE

INTERNSHIP PROGRAM

About the American Business Conference

The American Business Conference is a coalition of the Chief Executive Officers of 100 of the nation's fastest-growing companies with annual revenues in excess of \$25 million. These successful entrepreneurs represent the entire spectrum of American industry, from manufacturing to high tech to real estate and services. Our members are politically-active CEOs who are interested in working to create policies which promote economic growth and new opportunities for entrepreneurship. The topics of greatest interest to the ABC include tax policy, capital formation, budget deficit, international competitiveness, and education. A sampling of our membership includes Cray supercomputers, Fruit of the Loom, A.T. Cross pens, MCI Communications, Peat Marwick Main accounting, Pier 1 Imports, Russ Berrie toys, Grey Advertising, and Levitz furniture.

Academic Majors

An internship at the American Business Conference is beneficial for a variety of majors. Those who would find it particularly educational would be students studying economics, business, political science or communications.

Number of Intern Positions Available Each Semester

Typically, 2-3 interns each semester.

Projects and Benefits

ABC provides a range of projects and assignments that usually vary with the Congressional schedule, membership meetings, pressing economic issues, and other significant office developments.

Example projects:

1. Organization of and participation in three-day membership conferences held bi-annually in the fall and spring, involving CEOs of the ABC, members of the Cabinet, Senate and Congress, the President and the Vice President
2. Research and Development of complete profile of ABC companies and CEOs
3. Research and assistance in recruitment of new CEOs/
for membership

CAREER EDUCATION, INTERNSHIPS, AND INDEPENDENT STUDY A SELECTED BIBLIOGRAPHY

- A Student Guide to Co-Op/Internships ERIC ED 196 477, 1980.
- Alexander, Elmore R. III "Creating and Maintaining Operative Work Experience Programs: A Student's Perspective." ACA Bulletin 22, (April 1975), 26-27.
- Amherst College The Student Guide to Fellowships and Internships New York: E. P. Hutton, 1980.
- Argyris, C. and D. A. Schon Theory in Practice: Increasing Professional Effectiveness San Francisco: Jossey-Bass, 1974.
- Arnold, William "Career Placement in Speech Communication." ACA Bulletin 13, (August 1975), 3-16.
- Attaway, Thomas "Career Option Awareness." ACA Bulletin 21, (August 1977), 76-79.
- Bartoletti, M. D. and E. G. Stark "Hands-On Mediation Training in a Private-Practice Setting." 81, (April 1991), 384.
- Benjamin, James B. "Strategies for Finding the Job: Criteria for Selecting a Position." ACA Bulletin 34, (October 1980), 84-86.
- Benjamin, James B. and Williams, M. Lee "The Development and Administration of an Organizational Communication Internship Program." Texas Speech Communication Journal 7, (1981), 7-11.
- Berryman-Frank, Cynthia "Communication Instruction in a Lifelong Learning Program." Communication Education 31, (October 1982), 349-355.
- Blankenship, Jane "Skills Required of SCA Members Who Hold Jobs in Business, Industry, Government, and Social Science Settings." ACA Bulletin 35, (January 1981), 58-61.
- Bowers, John Waite, James Gilchrist and Larry Browning "A Communication Course for High-Powered Bargainers: Development and Effects." Communication Education 29, (January 1980), 10-20.
- Braden, Waldo W. "From the Quill to the Computer: A Traditionalist Examines a Career Oriented Program." ACA Bulletin 27, (January 1979), 28-30.
- Brilhart, John "Study - Discussion: Education Tailored to Adults." Communication Quarterly 9, (September 1961), 19-21.
- Buchanan, Alexander "On Teaching Adults." Quarterly Journal of Speech 30, (October 1944), 347-351.
- Cahn, Dudley "Toward an Understanding of Successful Career Placement by Undergraduate Speech Communication Departments." ACA Bulletin 30, (October 1979), 46-53.
- Calvin, Kathleen and John Muchmore "Special Report: Career Education: A Challenge." Central States Speech Journal 23, (Spring 1972), 61-63.
- Ciofalo, A. "Legitimacy of Internships for Academic Credit Remains Controversial." The Journalism Educator 43, (1989), 25.
- Clark, W. "Supplementing the Curriculum with an Internship." Feedback Newsletter of the Association of Professional Broadcasting Education, (1972).
- Conaway, Roger N. "A Meta-Perspective on Business Communication Survey Research." Proceedings of the Association for Business Communication-SW, (1991).
- Conaway, Roger N. "Communication Needs of Business Graduates: What Do Our Publications Reflect?" Proceedings of the Association for Business Communication-SE, (1989).
- Courtney, L. W. "Speech in Community Life." Southern Speech Communication Journal 15, (March 1950), 219-221.

- Cowdin, H. P. "More and More Schools Offer Internship Credit." Journalism Educator (October 1978).
- Dahle, Thomas. "Public Speaking for Public Officials." Communication Quarterly 11. (February 1963), 19-20.
- Dance, Frank E. X. "The Meaning and Matter of Adult Speech Education." Western Journal of Speech 32. (Fall 1968), 270-275.
- DeWine, Sue and William Eadie. "Credentialing Standards for the Communication Specialist." ACA Bulletin 29. (August 1979), 16-19.
- DiSalvo, Vincent. "A Summary of Current Research Identifying Communication Skills in Various Organizational Contexts." Communication Education 29. (1980), 283-290.
- DiSalvo, Vincent, David Larsen and William Seiler. "Communication Skills Needed by Persons in Business Organizations." Communication Education 25. (November 1976), 269-275.
- Downs, Cal W. "Internships in Organizational Communication." ACA Bulletin 22. (April 1975), 30-32.
- Downs, Cal W., Paul Harper and Gary Hunt. "Internships in Speech Communication." Communication Education 25. (November 1966), 276-282.
- Duley, J. Basic Skills for Experiential Learning: What Skills Do Students Need to Make the Most of Experiential Learning Opportunities? Papers on Learning and Teaching, no. 75. East Lansing: Learning and Evaluation Service, Michigan State University, 1978.
- Duley, J. Learning Outcomes: The Measurement and Evaluation of Experiential Education. Panel Resource Paper #6. Raleigh, NC: National Society for Internships and Experiential Education, 1982.
- Erickson, Keith V., T. Richard Cheatham and Carroll Haggard. "A Survey of Police Communication Training." Communication Education 25. (November 1976), 299-306.
- Femmel, R. "Why Not Make Internships Mandatory for Everyone?" Journalism Educator (October 1978).
- Fisher, M. A. "Developing Diversity: Bringing More Minorities into Advancement Through Internships." Currents 18. (April 1991), 14.
- Fitch-Hauser, M. and S. B. Padgett. "Long Distance Supervision of Internships." ACA Bulletin 75. (January 1991), 68.
- Fry, R. W. Internships. Hawthorne, NJ: The Career Press, 1988.
- Gartrell, Richard B. "Career Education and the Communication Profession: A Central States Impact Survey." Central States Speech Journal 27. (Summer 1976), 155-157.
- Gaske, P. C., Lassater, C. R. and Stewart, J. A. "Speech Communication and Public Relations: Problems and Prospects." ACA Bulletin 26. (1978), 37-38.
- Goetzinger, Charles and Milton, Valentine. "Business and Professional Communications Training Programs." Communication Quarterly 11 (November 1963), 10-11.
- Graduate Group. Internships in Law, Politics and Medicine. West Hartford, CT: The Group, 1985.
- Gross, L. The Internship Experience. Prospect Heights, IL: Waveland Press, 1981.
- Gurry, Joanne. "Career Communication in the Secondary School." Communication Education 25. (November 1976), 307-316.
- Hall, Jon. "Panel - A Resource for Internship Development." ACA Bulletin 49. (August 1984), 76-77.
- Hanna, Michael S. "Speech Communication Training Needs in the Business Community." Central States Speech Journal 29. (Fall 1978), 163-172.

- Hanson, Jarice. "Internships and the Individual: Suggestions for Implementing (or improving) an Internship Program." Communication Education 33 (January 1984): 53-61.
- Harper, N. L. "Promoting the Department to Outside Agencies: What Do Communication Students Know and What Can They Do?" ACA Bulletin 39 (1982): 8-13.
- Harper, Paul, Rebecca Bates and Jim Hughey. "Extension Programs in Speech Communication: Departmental Involvement and the Reward System." ACA Bulletin 39 (January 1982): 52-58.
- Harris, Thomas E. and Dean T. Thomlison. "Career-Bound Communication Education: A Needs Analysis." Central States Speech Journal 34 (Winter 1983): 260-267.
- Haskins, William A. "Internships in Communication." Journal of the Wisconsin Communication Association 10 (1980).
- Heath, Robert L. "Corporate Advocacy: An Application of Speech Communication Perspectives and Skills." Communication Education 29 (September 1980): 370-377.
- Heath, Robert L. "Employer Images of Speech Communication Majors: A Question of Employability." ACA Bulletin 15 (1976): 14-17.
- Heathington, M. "The Importance of Oral Communication." College Education 44 (1982): 570-574.
- Hellweg, S. and R. Falcione. Internships in the Communication Arts and Sciences. Phoenix: Gorsuch Scarishrick Publishers, 1985.
- Hendrix, Jerry. "Recycling a Traditional Speech Communication Program for Non-Academic Career Preparation." ACA Bulletin 27 (January 1979): 26-27.
- Hite, Roger. "A Career Alternative for Communication Professionals: Education and Training in the Health Care Field." ACA Bulletin 18 (October 1976): 10-13.
- Holley, Donald. "A Survey of Communication Majors After Graduation: Implications for More Realistic Career Counseling." ACA Bulletin 34 (October 1980): 49-54.
- Hollingsworth, P. "The Case for Interns." Folio (June 1990): 131-132.
- Hollwitz, John and Eric Matthiesen. "Communication and Productivity: A Rationale for Speech Education in Industry." ACA Bulletin 38 (October 1981): 45-48.
- Huseman, Richard C. "Work Experience Programs for Speech Communication Students: A Time for Increased Emphasis." ACA Bulletin 12 (April 1975): 21-22.
- Hutchings, P. and A. Wutzdorff. Knowing and Doing: Learning Through Experience. New Directions for Teaching and Learning, no. 35. San Francisco: Jossey-Bass, 1988.
- Hyre, John M., Jr. and Alfred W. Owens. "Interns: The Ivory Tower at Work." Communication Education 33 (October 1984): 371-376.
- Isenhardt, Myra W. "An Investigation of the Interface Between Corporate Leadership Needs and the Outward Bound Experience." Communication Education 32 (January 1983): 123-129.
- Jamieson, Kathleen and Andrew Wolvin. "Non-teaching Careers in Communication: Implications for the Speech Communication Curriculum." Communication Education 25 (November 1976): 283-291.
- Jenks, C. L. and C. J. Murphy. A Sampler of Experiential Courses. San Francisco: Far West Laboratory for Educational Research and Development, 1981.
- Jobst, K. 1987 Internships: 35,000 On-the-Job Training Opportunities for College Students and Adults. Cincinnati, OH: Writer's Digest Books, 1987.
- Jobst, K. 1988 Internships: 38,000 On-the-Job Training Opportunities for College Students and Adults. Cincinnati, OH: Writer's Digest Books, 1987.
- Jobst, K. 1989 Internships: 38,000 On-the-Job Training Opportunities for College Students and Adults. Cincinnati, OH: Writer's Digest Books, 1988.

- Jobst, K. and B. C. Rushing. 1990 Internships 38,000 On-the-Job Training Opportunities for Students and Adults. Cincinnati, OH: Writer's Digest Books, 1989.
- Johnson, Eugene. "Groups With a Future. In a New Communication System." Journal of Communication 5, (Fall, 1955), 89-101.
- Johnson, John. "Training and Development: A Career Alternative." ACA Bulletin 50, (October 1984), 45-49.
- Kaupins, G. E. "Ideas for Integrating Organization Behavior into Internships." The Organizational Behavior Teaching Review 14, (1990), 39.
- Keenan, K. L. "Student Internships in Undergraduate Advertising Education." Journalism Educator 47, (1992), 48.
- Keeton, M. and Tate, J. New Directions for Experiential Learning: Learning by Experience - What, Why, How. No. 1. San Francisco: Jossey-Bass, 1978.
- Kendall, J. C. A Guide to Environmental Internships: How Environmental Organizations Can Utilize Internships Effectively. Raleigh, NC: National Society for Internships and Experiential Education, 1984.
- Kessler, Martha. "Communicating Within and Without: The Work of Communication Specialists in American Corporations." ACA Bulletin 35, (January 1981), 45-50.
- Kolb, D. and R. Fry. "Toward an Applied Theory of Experiential Learning." In C. Cooper (Ed), Theories of Group Process. New York: John Wiley and Sons, 1975.
- Konsky, Catherine. "Internships in Speech Communication: A National Survey and Commentary." ACA Bulletin 41, (August 1982), 39-51.
- Konsky, Catherine. "Practical Guide to Development and Administration of an Internship Program: Issues, Procedures, Forms." ACA Bulletin 22, (October 1977), 15-28.
- MacDaniels, Joseph. "Designing Communication Curricula for Job Success." ACA Bulletin 34, (October 1980), 49-54.
- Matlon, Ronald J. "Bridging the Gap Between Communication Education and Legal Education." Communication Education 31, (January 1982), 39-53.
- McCroskey, James C. "Applied Graduate Education: An Alternative for the Future." Communication Education 28, (September 1979), 353-358.
- McBath, James. "Career Development and Speech Communication." ACA Bulletin 26, (October 1978), 34-36.
- Metro United Way. Metro United Way Internship Program. Louisville, KY: Metro United Way, 1985.
- Mier, Denise. "Learning the Art of Management Through the Art of Oral Reading." Communication Education 32, (July 1983), 293-301.
- Meister, Janis E. and N. L. Reinsch, Jr. "Communication Training in Manufacturing Firms." Communication Education 27, (September 1978), 235-244.
- Migliore, S. A. The National Directory of Internships. Raleigh, NC: National Society for Internships and Experiential Education, 1987.
- Moore, D. T. Students at Work: Identifying Learning in Internship Settings. Occasional Paper #5. Raleigh, NC: National Society for Internships and Experiential Education, 1982.
- Morse, Ben and Robert Vogel. "How Can the Speech Communication Discipline Best Meet the Needs of the Vocational Student." ACA Bulletin 21, (August 1977), 76-79.
- Muchmore, John. "The Community College and Career Communications: An Unlimited Opportunity." ACA Bulletin 13, (August 1975), 60-62.
- Muchmore, John and Kathleen Galvin. "A Report of the Task Force on Career Competencies in Oral Communication Skills for Community College Students

- Seeking Immediate Entry Into the Work Force " Communication Education 32, (April 1983), 207-220
- Newman, Gemma. "Teaching the Basic Speech Course With Career Orientation: An Affirmative Case " ACA Bulletin 13, (August 1975), 45-46.
- Ortiz, Joe "The Community Service Class at the Small College: A Medium for Discovery " ACA Bulletin 54, (October 1985), 65-66
- O'Connell, S. and Minker, R. L. "The Role of Faculty in Career Counseling: Can You Wear Another Hat?" ACA Bulletin 35, (1981), 51-53.
- Parker, Charles A. "Cooperative Education for Speech Majors " ACA Bulletin 22, (October 1977), 15-28
- Patton, P. L. "Testing the Water: A Survey on HRD Internships " Training and Development Journal 42, (October 1988), 48
- Penrose, J. M. "A Survey of the Perceived Importance of Business Communication and Other Business-Related Abilities " Journal of Business Communication 13, (1976), 17-24.
- Permaul, J. S. Monitoring and Supporting Experiential Learning. Panel Paper #5 Raleigh, NC: National Society for Internships and Experiential Education, 1982
- Permaul, J. S. and M. B. Miko. Documentation and Evaluation of Sponsored Experiential Learning. Princeton, NJ: CAEL Educational Testing Service, 1976
- Peterson's Guides. Internships: The Guide to On-the-Job Training Opportunities for Students and Adults. 12th ed. Princeton, NJ: Peterson's Guides, Inc. 1992.
- Piersal, Darrell. "Responsibility for Career Training." ACA Bulletin 6, (January 1974), 22-24
- Porterfield, Charles. "The Work Experience Program in the Department of Speech at Appalachian State University " ACA Bulletin 22 (April 1975), 28-29
- Pound, Gomer. "Dual Responsibility: Career Training and General Education." ACA Bulletin 6, (January 1974), 27-29.
- Renetzky, A. and G. Schachter. Directory of Internships, Work Experience Programs and On-The-Job Training Opportunities. Thousand Oaks, CA: Ready Reference Press, 1976.
- Richmond, Virginia and John Daly. "Extension Education: An Almost Inexhaustible Job Market for Communication Graduates " ACA Bulletin 11, (January 1975), 6-8
- Romano, Beatrice. "A 'Communi-Site-Ed' Approach to Basic Speech " ACA Bulletin 15, (January 1976), 21-23
- Ruiz, J. and S. Vandermeer. "Internships: High Returns on Low Investments - The Benefits of Internships can be Realized by both Individuals and Local Governments." Public Management 71, (1989), 16.
- Rushing, B. C. Internships: 35,000 On-the-Job Training Opportunities for All Types of Careers. Cincinnati, OH: Writer's Digest Books, 1990
- Rushing, B. C. 1991 Internships: 50,000 On-the-Job Training Opportunities for Students and Adults. Princeton, NJ: Peterson's Guides, 1991.
- Sanborn, George A. "Business Internships." ACA Bulletin 22, (April 1975), 23-25.
- Scott, M. E. "Internships Add Value to College Recruitment." Personnel Journal 71, (April 1992), 59.
- Schmidt, Wallace V. "Trainers Who They Are What They Think." Training, (1979), 18
- Schmidt, Wallace V. and Gardner, Greg. "The Presidential Internship Program: Bridging Two Worlds." Proceedings of the 9th Annual Conference on Nontraditional/Interdisciplinary Programs, (1991), 352-362
- Schuelke, F. D. "Types of Positions Available in Business and Government for the Graduate in Communication " ACA Bulletin 18, (1976), 14-16.

- Scott, Alan and Vernon Bowen. "Publishers and Students Favor Summer Internship Plan." Journalism Quarterly 26. (June 1949). 197-199.
- Sexton, Robert F. Dimensions of Experimental Education. Washington, D.C.: National Center for Public Service Internship Programs, 1976.
- Simmons, George. "Serendipity of Summer Internships." Journalism Quarterly 33 (Fall, 1956). 517-520.
- Smith, D. Great Careers: The Fourth of July Guide to Careers. Garrett Park, MD: Garrett Park Press, 1990.
- Spicer, Christopher. "Identifying the Communication Specialist: Implications for Career Education." Communication Education 28. (May 1979). 188-198.
- Spivey, Clayton, Shirley Mitchell, Ruth Jones and Roy Berko. "A Basic Speech Communication Course for Community College Technical Career Students: A Structural Design." Communication Quarterly 23 (Summer 1975). 15-18.
- Student Interns in the Public Sector. ERIC ED 154 663. 1976.
- Town, Mari and Laura Meeks. "The Non-Traditional College Student: Continuing Education Programs." ACA Bulletin 49. (August 1984). 71-72.
- Trent, Judith S. and Jimmie D. Trent. "Public Relations Education: An Opportunity for Speech Communication." Communication Education 25. (November 1976). 292-298.
- Twinn-Dungan, M. and B. Schnettler. "College Interns: School and Agency Partnership." The Journal of Volunteer Administration (1985). 11-22.
- Wasylik, James, Lyle Sussman and Robert Leri. "Communication Training as Perceived by Training Personnel." Communication Quarterly 24. (Winter 1976). 32-44.
- Weitzel, Al R. "Teaching Career Communication." ACA Bulletin 38. (October 1981). 58-61.
- Weitzel, Al R. and Paul Gaske. "An Appraisal of Communication Career Related Research." Communication Education 33. (April 1984). 181-194.
- Where to Look: A Sourcebook on Undergraduate Internships. ERIC ED 129 173. 1976.
- Whiterabbit, J. "Internships: Education and Practical Experience in the Workplace." Winds of Change 7. (Winter 1992). 49.
- Wilson, Gerald L. "Internship Programs: Managing a Communication Learning Laboratory." ACA Bulletin 31. (January 1980). 60-61.
- Witham, M. and T. Stanton. Pre-field Preparation: What, Why, How. Panel Resource Paper #4. Raleigh, NC: National Society for Internships and Experiential Education, 1979.
- Wood, James. "Implementing a Field Approach in Teaching Communication Skills." ACA Bulletin 36. (April 1981). 47-55.
- Wolvin, Andrew D. "New Directions for Careers in Communication." ACA Bulletin 35. (January 1981). 54-57.
- Wolvin, Andrew D. and Kathleen M. Jamieson. "The Internship in Speech Communication: An Alternative Instructional Approach." Communication Quarterly 22. (Fall 1974). 3-10.
- Wolvin, Andrew D. and Darlyn Wolvin. "Developing the Speech Communication Course for the Technical/Career Student." ACA Bulletin 19. (January 1977). 37-42.
- Zelko, Harold. "Adult Speech Training: Challenge to the Speech Profession." Quarterly Journal of Speech 37. (February 1951). 55-60.